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ABSTRACT

This report presents the findings and recommendations of the Governor's Commission on Higher Education for the Portland Metropolitan area. The Commission found that Portland needs educated citizens, that Portland's postsecondary education facilities are deficient particularly in systematic coordination, and that area strengths provide an opportunity to develop a community and academic partnership. The Commission recommended a partnership that links existing institutions, builds on strengths, focuses on the needs of this particular metropolitan area, is cost effective for participants, improves the social and economic health of the region, can attract new sources of funding, and can enhance the potential of the area and its citizenry. In order to implement this plan the Commission proposes the following: formal coalition of key academic institutions located in the area; an urban grant university; community colleges as full partners; a Portland Educational Network to promote participation in education; several priority programs for interinstitutional collaboration; and a broadly based advocacy and funding organization that can promote the community and academic partnership and help implement the Commission's plan. Attachments include a copy of the executive order creating and defining the tasks of the Commission as well as a list of partners and contributors. (JB)

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WORKING TOGETHER

A COMMUNITY
and
ACADEMIC
PARTNERSHIP
for
GREATER PORTLAND

NOVEMBER 15, 1990

HE 025 023

GOVERNOR'S COMMISSION ON HIGHER EDUCATION IN THE PORTLAND METROPOLITAN AREA
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GOVERNOR'S COMMISSION ON HIGHER EDUCATION
IN THE PORTLAND METROPOLITAN AREA

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November 15, 1990

To : The Governor and Legislature of Oregon

Greater Portland has reached an historic turning point in the development of higher education. The vitality of our education and, particularly, postsecondary education will *determine* the future of Greater Portland and much of Oregon.

Why do we believe this?

First, studies and real life experience show that America's educational system is not preparing our students with the education and skills to survive and compete in the 21st century. Like much of the rest of the nation, we are losing 27 percent of our students even before they graduate from high school.

Second, Greater Portland lags behind almost every metropolitan area in the nation in most important measures of higher education, including degrees granted at the undergraduate and graduate levels and research and development funding. We are losing opportunities to form, attract, and retain businesses and jobs and the support they provide for meeting human needs.

Third, the region has a broad array of postsecondary institutions which, individually, have notable strengths and merits. Collectively, however, and as now constituted, they are too fragmented and, in some cases, unfocused to help the region meet its full potential.

Fourth, although the need for postsecondary education continues to grow, recent passage of Measure 5, limiting real property taxation, further hampers government capacity to respond to that growth. What can be done to address this difficult challenge?

What do we propose?

The Commission proposes to link public, private, and community resources in a new and vital partnership between the Greater Portland community and its academic institutions. Within this partnership, the region's postsecondary institutions will operate as a "shared university," each collaborating with its counterparts, each sharing its strengths and resources to meet regional needs.

This approach can build on what we have, develop specialization among academic institutions, and encourage joint high quality program development. The shared university can meet the needs of the future more efficiently than any other approach the Commission examined.

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How do we propose to do this?

A number of steps must be taken to make the shared university a reality. These include:

- Coordinating many of the region's postsecondary programs through a region-wide Council of Presidents
- Developing Portland State University into a national model of an urban grant university equipped with the mission and the means to serve this region's needs
- Supporting the community colleges in providing the first two years of college, work force training, and adult education
- Creating a Portland Educational Network to help students successfully participate in the educational process
- Developing joint academic programs and projects among the region's colleges and universities in order to better our communities
- Founding a Greater Portland Trust in Higher Education, a body to speak for the region's educational needs and to develop *new* funding sources for joint academic programs.

Action is needed now

The Commission presents this report with a sense of hope and urgency. We are hopeful because more than 2,000 people and organizations contributed to the findings, insights, and proposals in this report. We are hopeful because Greater Portland has the *foundation* to create the shared university envisioned here. We *can* better focus and develop our academic resources and we must do so for the sake of our community and state.

Our opportunity is fleeting. The pace and nature of the change around us make it imperative that we act without delay.

We urge that course.

Sincerely,

Ogden Beeman

Gloria Gostnell

Earl Blumenauer

Sam M. Hamm

Joyce Cohen

Mike Forrester

Don Frisbee

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* Appendices are available from the Commission. Other reports submitted to the Commission are available from their sources.

SUMMARY

SNAPSHOT OF FINDINGS

- ❒ **EDUCATED CITIZENS ARE CENTRAL TO OUR WAY OF LIFE.**

- ❒ **EDUCATION BEGINS BEFORE BIRTH AND CONTINUES THROUGHOUT LIFE.**

- ❒ **GREATER PORTLAND'S NEEDS AND OPPORTUNITIES CAN BE ADDRESSED ONLY BY EDUCATED CITIZENS.**

- ❒ **THE FUTURE OF GREATER PORTLAND'S POPULACE IS LINKED TO EDUCATION ABOVE ALL ELSE. SUCCESS DEPENDS ON:**

  - Education that serves to strengthen family and community ties
  - Education that provides and clearly identifies paths that students can follow to achieve their potential
  - Education that prepares students for constructive roles in a highly competitive and changing world
  - Education that enhances the capacity of this populace to guide urban growth, sustain environmental quality, and strengthen its cultural vitality
  - Education that is geared to the opportunities and needs of this particular urban setting

- ❒ **ALTHOUGH STRONG IN SOME AREAS, GREATER PORTLAND'S POST-SECONDARY FACILITIES AND CAPABILITIES ARE DEFICIENT IN TOO MANY WAYS:**

  - There is no common vision for postsecondary education in Greater Portland.
  - Coordination among institutions occurs periodically, sometimes by chance rather than by plan or through structural ties.
  - Compared to other metropolitan centers, the number of degrees granted from four-year institutions on a per capita basis is low; for masters degrees even lower; for doctorate graduates and research grants, at the very bottom.
  - Portland State University does not yet have a mission that recognizes the key role it can play in serving the particular needs of Greater Portland and taking advantage of its location in this urban center.
  - Opportunities for collaboration, cooperation, cost saving, and upgrading among institutions, both public and private, have not been seized upon.
  - The absence of stronger linkages among our educational institutions, including the K-12 system, community colleges, Portland State University, private colleges, other professional and vocational schools, and graduate facilities, has worked to the disadvantage of many students, disconnecting many of them prematurely from the educational process.
  - Funding sources are limited.

- ❒ **IN SHORT, THERE IS NOT ENOUGH SYSTEMATIC COLLABORATION TO ADDRESS GREATER PORTLAND'S NEEDS.**

❒ **STRENGTHS INCLUDE:**

- A diverse set of strong institutions
- A community college system that ranks high in service per capita compared to other metropolitan centers
- New and enlightened leaders at many institutions who are seeking ways to collaborate and cooperate
- An interest on the part of the State Board of Higher Education to increase services to Portland

❒ **PERHAPS THE GREATEST STRENGTH IS THE OPPORTUNITY TO FORGE A COMMUNITY AND ACADEMIC PARTNERSHIP FOR GREATER PORTLAND, THAT:**

- Links existing institutions in new and exciting ways
- Builds on strengths
- Focuses on the needs of this particular metropolitan area
- Is cost effective for the participants
- Improves the social and economic health of the region
- Can attract new sources of funding through its meaningful contributions to the region
- Can enhance the potential of Greater Portland and its citizenry and, therefore, the entire state and the Pacific Northwest

❒ **SIX PROPOSALS ARE CENTRAL TO THIS PLAN:**

- A coalition of academic institutions
- The urban grant university
- Community colleges as full partners
- A Portland Educational Network to promote participation in education
- Program collaboration among institutions
- A regional advocacy and funding organization

❒ **THE OREGON STATE BOARD OF HIGHER EDUCATION IS CRITICAL TO THE PLAN'S SUCCESS.**

❒ **COMMUNITY CONSENSUS AND A DIVERSE FUNDING STRATEGY ARE NECESSARY.**

Summary of Recommendations

A Community and Academic Partnership

The Commission's overall vision is of a vibrant partnership between the community and its academic institutions. Within this partnership, the region's postsecondary institutions will operate as a "shared university," each collaborating and cooperating with other institutions, each sharing its strengths and resources for the good of the region and the state. To do this requires a comprehensive and high quality set of postsecondary education institutions serving Greater Portland.[1]

This shared university is not an abstract notion but can have real life. The Afterword of this report describes just a few of the possible benefits of working together for individuals and our communities. If we do not do this, we will place our economy and society of the future at grave risk. If we do not start now, when will we begin?

Given the fractional nature of higher education in Greater Portland, with 31 separate institutions, and given the region's needs, what can and should be done? The Commission believes we can and must build on the foundation of the public universities, private colleges and universities, community colleges, and other institutions serving Greater Portland. To do so, the Commission considered three principal options, all of which envision a larger role for Portland State University:

(1) Develop Portland State University as a truly comprehensive university

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[1] In this paper the Portland Metropolitan Area (Clackamas, Multnomah, Washington, and Yamhill Counties in Oregon and Clark County, Washington) is referred to as Greater Portland, and all segments of higher education, including state colleges and universities, community colleges, independent colleges and universities, and informal education, are referred to as either higher or postsecondary education.

(2) Merge Portland State University, Oregon Health Sciences University, and the Oregon Graduate Institute of Science & Technology to create a major recognized educational resource

(3) Refocus Portland State University's mission as an "urban grant" university and as part of a coalition of institutions aimed at serving the particular needs of the Portland Metropolitan Area.

Of these three options, the Commission believes the third is appropriate to begin the long-term joint evolution of Greater Portland's institutions of higher education. To accomplish this, joint programs and projects among colleges and universities must be encouraged. Portland State University will serve a special role as an urban grant university as described in this report. There will be important roles for community colleges and private colleges and universities.

Oregon Health Sciences University has a specialized yet critical mission as a leader in the health sciences fields. As envisioned in this report, it will also serve as a partner in developing new interdisciplinary and interinstitutional programs and projects.

The Commission also recognizes significant roles for the University of Oregon and Oregon State University because they both have academic programs important to the metropolitan area. Their roles should be determined by the State Board of Higher Education working with the presidents of those institutions, Portland State University, Oregon Health Sciences University, and other members of the Council of Presidents, as discussed later.

Six Proposals are Central to this Plan

In order to create a vibrant community and academic partnership, and a more integrated "shared university" functioning as a whole, six proposals are of central importance to the Commission's plan.

(1) A formal coalition of key academic institutions located in the metropolitan area (See Chapter IV)

(2) The urban grant university (See Chapter V)

(3) Community colleges as full partners (See Chapter VI)

(4) A Portland Educational Network to promote participation in education (See Chapter VII)

(5) Several priority programs for interinstitutional collaboration (See Chapter VIII)

(6) A broadly based advocacy and funding organization that can promote the community and academic partnership and help implement the Commission's Plan (See Chapter IX).

❒ **A Coalition Of Academic Institutions**

During the Commission's deliberations, and at the Commission's urging, the presidents of Portland State University, Oregon Health Sciences University, Portland Community College (representing the community colleges), Reed College, Lewis and Clark College, the University of Portland, Pacific University (representing the independent colleges as a group), and the Oregon Graduate Institute of Science & Technology formed a Council of Presidents. This council made extraordinary progress in defining a regional agenda involving joint efforts among public and private institutions. This work was remarkable and should be continued to more effectively address community needs.

The Council can expand its membership and institutional involvement in a number of ways. These decisions can best be made by the Council as it evolves.

The Council of Presidents should:

(1) Foster a strong interdependent academic relationship among the postsecondary institutions serving Greater Portland

(2) Assist the Greater Portland Trust in Higher Education (See Chapter IX) and the State Board of Higher Education in implementing high priority interinstitutional projects and programs

(3) Create and promote a regional academic agenda including such items as a joint regional research library, integrated and enhanced graduate programs, improved access, a common course numbering system, coordinated community service, and recruitment and retention of minority and under-represented faculty, staff, and students

(4) Involve the resources of appropriate postsecondary institutions and community-based organizations in the metropolitan region in developing and implementing interinstitutional academic projects and programs.

❒ **The Urban Grant University**

The concept of the urban grant university is derived from the historical success of the land grant university. In the late 19th and early 20th centuries, the United States encouraged the creation of universities devoted to supporting the specific needs of critical economic sectors. The land grant university was focused historically on the needs of agriculture and the mechanical arts. The extension service was developed as a first line of interaction between academic disciplines and practicing farmers, while experiment stations were established to conduct research. As times changed, the land grant universities also expanded into many fields that go beyond the original land grant mission. Now, "service to people" is the central theme at institutions such as Oregon State University, a land grant university.

Developing Portland State University as an *urban* grant university would parallel this approach but would focus on the specific needs of the complex Portland metropolitan area. The definition of an "urban grant university" as developed in Chapter V is adapted from the land grant university model.

Because it would be focused on urban and metropolitan issues, the urban grant university would be explicitly challenged to draw upon local, national, and worldwide intellectual resources to help address urban problems and take advantage of metropolitan opportunities. Accordingly, it could enhance existing exchange relationships with academic institutions throughout the nation and the world to bring a fresh perspective to the metropolitan region.

❒ **Community Colleges As Full Partners**

Currently the region's community colleges serve approximately 149,000 students annually. The Commission believes that the community colleges are an exceptional resource for Greater Portland and possibly the only part of postsecondary education that now comes close to meeting the needs of the region. For example, Greater Portland community colleges produce associate degrees at 104 percent of the national average.

There are three major program challenges facing community colleges as they serve Greater Portland: expanding access to educational opportunity, promoting a trained and competent work force, and increasing literacy and

basic skills education. Important steps to address these concerns are recommended in chapters VI and VII. These include:

(1) Community colleges must be full partners in the Council of Presidents and their priority needs must be addressed by the Greater Portland Trust in Higher Education.

(2) Enrollment caps of the State System of Higher Education present major challenges to the community colleges. These limitations will require consideration of state funding for community college programs to meet added demand for public undergraduate education services.

(3) The State Need Grant Program, an income tested scholarship grant program, is now funded at only 13 percent of the average economic need for full-time undergraduate students in Oregon. Currently, it does not serve part-time students and therefore does not serve enough community college students.

(4) Currently there is no overall long-range capital plan for academic development in Greater Portland and no systematic way of sharing the use of existing and new facilities. Shared facilities downtown with Portland State University may, for example, be an economical way to serve more students in more locations. Such joint facilities will not, however, substitute for libraries and other facilities needed on community college campuses.

(5) Community colleges have been able to define specializations within the Greater Portland region in some fields. In the future, a region-wide Job Opportunity Board that would include the four community colleges and various employers should be considered to design specialized and integrated programs for employment training in the Portland area. It would work cooperatively with the Oregon Progress Board and the programs established under the "Workforce 2000 Act."

❒ **Encouraging Participation in Postsecondary Education**

Investment and participation in education benefit individuals, families, and communities more than any other activities. Education will become even more important. It is projected that in the future, over a lifetime the average American will switch careers four times and work for 10 different employers. Because investment in education brings excellent returns and avoids costs to taxpayers, society cannot wait for people to seek out educational opportunities. We must be aggressive in promoting education as a central community goal. At present there is no unified system encouraging and facilitating participation

in the educational process from the earliest years through adulthood. To increase participation and success in postsecondary education all societal systems including education, social services, corrections, employment, and housing should interact to promote educational services and enable participation.

Because of the complexity of these systems, the Commission recommends that the Council of Presidents and the Greater Portland Trust in Higher Education promote the creation of a Portland Educational Network (PEN) to encourage increased access to, participation in, and success of students in the educational process through coordination and development of productive approaches to reaching and assisting students of all ages, especially the disadvantaged.

The Portland Educational Network should include representatives of a number of K-12 systems in Greater Portland; Clackamas, Clark, Mount Hood, and Portland Community Colleges; Portland State University; the independent colleges and universities selected by the Oregon Independent Colleges Association; the Metropolitan United Way; the Metropolitan Human Rights Commission; and a community member recommended by the neighborhood associations. Additional members could be added by the Network to address special needs that may emerge.

The Commission cannot at this time suggest priorities for the Network but it has identified a number of important projects and programs that could be developed and advanced. These would address the central roles of community colleges, child care, counseling, school drop-outs, high risk students, adult learning, cooperative curriculum design, and a common student data base.

❒ **Critical Program Initiatives to Encourage Academic Collaboration**

This plan challenges academic and community institutions to develop collaborative programs that address specific problems and needs faced by Greater Portland and that tap the academic strengths of participating institutions. Suggestions of particular merit emerged in testimony taken by the Commission.

(1) **Regional Research Library.** Portland is one of two major metropolitan areas in the nation without a major research library. Such a facility,

shared by a number of institutions, would serve as an important source for academic research throughout the metropolitan region and could be made accessible to students at a variety of sites. Current resources include the Portland State University library as the major academic library of the region, the libraries of other colleges and universities, and the Multnomah, Clackamas, Clark, and Washington county library systems. Professional librarians are already working together in a variety of ways and have prepared a strategic plan for developing a cooperative research library. This effort should set the standard and lay the foundation for further collaboration among the institutions. An outstanding research library would be available to postsecondary institutions and others. A comprehensive research library will enhance the educational stature of Greater Portland and the teaching capabilities at each of the participating institutions.

(2) The Oregon Joint Graduate Schools of Engineering

It is clear from national comparisons, recommendations of industry, and many state and local studies that Oregon's and Greater Portland's academic resources in engineering are substantially underdeveloped. This severely limits our competitiveness and ability to develop a more value-added and diversified economy.

To respond to this problem the Commission supports development of the Oregon Joint Graduate Schools of Engineering as outlined in Chapter VIII. The overall goal of this proposal is to advance the joint engineering program in Oregon to the top 15 percent of engineering schools in 15 years.

(3) The Center for Community Service

The urban grant university concept calls for an umbrella organization to advance the university's role and mission of teaching, research, and service to the communities of the metropolitan region. That organization, the Center for Community Service, would serve as the metropolitan equivalent of the Extension Service of the land grant university. It would be an umbrella organization fostering collaboration among community colleges, private colleges and

universities, and other institutions in order to systematically address a number of regional needs. The Center for Community Service would bring together a number of existing PSU institutes and research programs and serve as a resource to the Council of Presidents and the Greater Portland Trust in Higher Education and work closely with community-based organizations and local agencies to address the complex challenges of a major metropolitan area.

(4) **The Portland Educational Network**

More active participation by all segments of the metropolitan area's citizenry in postsecondary education is a crucial issue. Plans to increase access to and participation by under-represented minorities, low-income and other non-traditional students must be developed with the active participation of students. The Greater Portland Trust in Higher Education and the Council of Presidents should promote the creation of a Portland Educational Network to encourage increased access to, participation in, and success of students in the educational process through coordination and development of productive approaches to reaching and assisting students of all ages, especially those with disadvantages. The Portland Educational Network should assume a responsible role in working with the K-12 systems, community colleges, Portland State University, private colleges and universities, and other institutions to insure that all citizens have access to and are encouraged to participate in appropriate levels of education to meet their needs.

(5) **Joint Center for the Urban Environment**

Portland should build on its reputation and lead the nation in the research, development, and promotion of innovative solutions to the problems of the urban environment. Enhancement of municipal services and quality of life, development of beautiful urban spaces, and preservation of ecosystems present challenges that the Portland region must address. Disciplines such as environmental and life sciences, city planning, architecture, urban design, engineering, geography, regional economics, and many other fields should be involved. Oregon Health Sciences University, Portland State University, Oregon Graduate

Institute of Science & Technology, Oregon School of Architecture + Design, the University of Oregon, and Oregon State University should work together with other institutions, local governments, and industry to develop and carry out specific programs and projects to improve the urban environment. This program should become a national model and an international resource.

(6) **Joint Center for Health Policy and Management**

Oregon Health Sciences University is a remarkable resource to the region and the state at a time when the medical industry is rapidly developing as one of the largest sectors of the national economy. A program that integrates medicine, technology management, public health, public and private management of health institutions, and medical ethics and other liberal arts disciplines offers an unusual opportunity to bring diverse institutions together for health policy innovation.

(7) **International Education Programs**

Our rapidly shrinking world demands that all Oregonians develop an understanding of the diverse cultures and languages that make up the international human family. Beginning with a knowledge and appreciation of the cultural diversity found within our state, teachers must expand the curriculum and change their teaching methods to include coverage of international economies and governments. School boards and local school districts must support and reward teachers in carrying forth the agenda of an internationally focused curriculum. A collaborative effort involving public school systems, the community colleges, Portland State University's Center for Urban Research and Education, private colleges and universities, private non-profit organizations such as the World Affairs Council, and others should form a new international education partnership for Greater Portland to address these needs.

(8) **Professional Programs**

Greater Portland is the largest business, cultural, and service center for Oregon and needs to develop and improve top quality professional graduate programs, including doctoral programs in business and

international business, journalism and communications, architecture, social work, engineering, public policy and planning, medicine, law and many other fields.

❒ **A Regional Funding and Advocacy Organization**

A regional organization is necessary to work with the Council of Presidents in identifying higher education capabilities, needs, and funding opportunities for joint academic programs and projects in Greater Portland. This organization should be created as a private non-profit corporation and should be recognized by state and local governments. Its operations would be funded by local, state, and private funds.

The board of this Greater Portland Trust in Higher Education (GPT) would represent the education, social, business, government, and cultural interests of the metropolitan region. Its functions would be to:

(1) Support implementation of the Commission's plan and undertake further planning, as opportunities to achieve the long-term goal of world-class postsecondary education unfold

(2) Encourage interinstitutional academic programs and projects addressing the needs of the metropolitan region

(3) Work with the Council of Presidents to develop priorities for inter-institutional programs and projects

(4) Identify sources of funding for joint programs and projects that will not conflict or compete with traditional funding sources, that will support applications for funding, and receive and disperse grants.

The Trust would gain its support from a diverse set of funding organizations including local governments, local and national foundations, local and national corporations, state legislative appropriations, state agencies, federal agencies, the Congress, international corporations and foundations, and private sources. For state financial support, the Trust would work through Portland State University, Oregon Health Sciences University, and the State Board of Higher Education budget process.

The State Board of Higher Education is Critical to this Plan's Success

In order to advance this plan, the State Board of Higher Education should support implementation of the Commission's plan through the following measures:

(1) Redefine the mission of Portland State University as an urban grant university.

(2) Empower and delegate the president of Portland State University to carry out that mission.

(3) Support the rapid development of a coalition of community colleges, colleges and universities in Greater Portland through the Council of Presidents.

(4) Support Portland State University and Oregon Health Sciences University in working cooperatively with the University of Oregon and Oregon State University to address the graduate and professional education needs of Greater Portland.

(5) Support the creation of an advocacy and funding organization (see Chapter IX) to develop broad community support for the Commission's plan.

(6) Support state funding for state institutions serving the region and for Portland State University to implement its "urban grant" mission.

(7) Encourage and promote development of joint projects and programs between Oregon Health Sciences University and Portland State University in specific fields.

(8) Support state funding to leverage new sources of funds for joint academic programs and projects in Greater Portland.

(9) Support the efforts of the two- and four-year institutions to enhance transfer opportunities.

Proposed Initial Timetable
For Implementing Recommendations of
The Governor's Commission on Higher Education
in the Portland Metropolitan Area

Recommendations to State Board of Higher Education	Responsible Organization	Years 1-2	Years 3-5	Years 6-10	Years 11+	Page No.
1. Redefine the mission statement of PSU as an urban grant university	State Board of Higher Education and Portland State University	4/91				xv
2. Empower and delegate the president to carry out the mission	State Board of Higher Education	4/91				xv
3. Support the Council of Presidents	State Board of Higher Education, State Board of Education, Community College Boards	1/91				xv
4. Provide support for the UO and OSU to cooperate with PSU to offer graduate and professional programs needed by citizens of Greater Portland	State Board of Higher Education	7/91+	+	+		xv
5. Support the creation of The Greater Portland Trust in Higher Education	State Board of Higher Education	1/91+				xv
6. Support state funding for state institutions in the region and funding for PSU to implement the urban grant university mission	State Board of Higher Education	1/91+	+	+	+	xv
7. Encourage and promote development of joint projects and programs between OHSU and PSU in specific fields	State Board of Higher Education	1/91+	+	+		xv

8. Support innovative incentive funding to leverage new sources of funds for interinstitutional programs and projects	State Board of Higher Education, State Board of Education, Community College Boards	1/91+	+	+	+	xv
9. Support the efforts of the two- and four-year institutions to enhance transfer opportunities	State Board of Higher Education, State Board of Education, Community College Boards	1/91+	+	+	+	xv

Chapter IV. A Coalition of Academic Institutions

Recommendations	Responsible Organization	Years 1-2	Years 3-5	Years 6-10	Years 11+	Page No.
1. Establish the Council of Presidents with a budget and staff	Council of Presidents	1/91	+			22
2. Develop an integrated research library	Council of Presidents, Trust, State Board of Higher Education	plan 11/90	start		finish	23
3. Enhance graduate and professional programs	Council of Presidents, State Board of Higher Education	plan 3/91	start	+	+	23
4. Develop a system for recruitment and retention of minority faculty, staff, and students	Council of Presidents, Trust, State Board of Higher Education, Community College Boards	plan 12/90	start	+	+	23
5. Establish a comprehensive program to minimize barriers and enhance access	Council of Presidents, Trust	plan 3/91	start	+	+	23
6. Develop a coordinated program to provide community service to the Portland region	Council of Presidents	3/91	start	+	+	23
7. Form a Council of Chief Academic Officers	Council of Presidents	11/90				23

Chapter V. The Urban Grant University

Recommendations	Responsible Organization	Years 1-2	Years 3-5	Years 6-10	Years 11+	Page No.
1. Explain and implement the urban grant university mission statement	PSU	1/91	+	+	+	30
2. Develop a plan for community involvement in the university	PSU	7/91				30
3. Review and revise hiring, promotion, and tenure guidelines to reflect the urban grant mission statement	PSU	10/91				30
4. Create a Center for Community Service	PSU, State Board of Higher Education, Legislature	1/91 7/92	+	+	+	30
5. Reorganize existing research institutes and develop new ones in cooperation with other institutions	PSU, State Board of Higher Education, Council of Presidents	plan 7/91	start	+	+	30
6. Define priorities for developing public-private alliances to benefit the community	PSU, Trust, Council of Presidents	7/91				31
7. Develop a policy statement regarding the concept of the "living laboratory" and implement concept	PSU	3/91	+	+	+	31
8. Provide leadership in downtown planning and development	PSU, City of Portland	7/91+	start	+	+	31
9. Develop a common agenda with the Council of Presidents	PSU, Council of Presidents	3/91	+	+	+	31
10. Develop a plan for integrated continuing education programs and implement the plan	PSU and State Board of Higher Education, Community Colleges, K-12 system, Others	7/91	+	+	+	31
11. Develop cooperative plan for academic facilities coordination	PSU, Council of Presidents, Community Colleges	7/91				31

12. Develop a plan for international components of PSU programs	PSU	1/92				31
13. Finance a "down payment" on the urban grant for PSU	State Board of Higher Education, Governor, Legislature	7/91				32
14. Plan for coordinated development of PSU and OHSU	State Board of Higher Education	plan 11/91	+	+	+	32

Chapter VI. Community Colleges as Full Partners

Recommendations	Responsible Organization	Years 1-2	Years 3-5	Years 6-10	Years 11+	Page No.
1. Involvement of community colleges in Council of Presidents and Greater Portland Trust	Community Colleges, Council of Presidents, Trust	12/91				35
2. Financing of community colleges	See Chapter X					64-66

Chapter VII. Encouraging Participation in Postsecondary Education

Recommendations	Responsible Organization	Years 1-2	Years 3-5	Years 6-10	Years 11+	Page No.
1. Create the Portland Educational Network and develop a business plan	Trust, Council of President, Community Colleges, Portland Public Schools, Others	2/90				41

Chapter VIII. Programs To Address Greater Portland's Needs

Recommendations	Responsible Organization	Years 1-2	Years 3-5	Years 6-10	Years 11+	Page No.
1. Develop regional projects and programs	Trust, Council of Presidents, Greater Portland institutions, State Board of Higher Education, Community College Boards	start	+	+	+	47-55

Chapter IX. Community Guidance and Support

Recommendations	Responsible Organization	Years 1-2	Years 3-5	Years 6-10	Years 11+	Page No.
1. Incorporate the Greater Portland Trust in Higher Education with a board of directors representing the communities of the region	Commission members, community leaders, local governments	12/90				57
2. Develop business plan for Trust addressing community involvement procedures, coordination with academic institutions, priorities and fundraising	Trust	1/91				59
3. Prioritize and assist in the development of collaborative projects	Trust, Council of Presidents, Greater Portland institutions	12/90	+	+	+	59

Chapter X. A Diverse Funding Strategy

Recommendations	Responsible Organization	Years 1-2	Years 3-5	Years 6-10	Years 11+	Page No.
1. Develop detailed funding plans	Trust, Council of Presidents, State Board of Higher Education, Community College Boards	9/91+	+	+	+	62

2. Develop an impact analysis of state system enrollment caps including impacts on other institutions	Office of Educational Policy & Planning for State Board of Higher Education, State Board of Education	10/91				64
3. Develop a tuition policy analysis for state system schools	Office of Educational Policy & Planning for State Board of Higher Education, Oregon Legislature Education Committees	1/92				65
4. Review the Need Grant and Loan program policy	Office of Educational Policy & Planning for State Board of Higher Education, State Board of Education, Scholarship Commission, Oregon Legislature Education Committees	1/92				65
5. Review postsecondary education funding policy	Office of Educational Policy & Planning for State Board of Higher Education, Oregon Legislature Education Committees	1/92				65
6. Develop a regional capital plan for joint facilities for higher education	Trust, Council of Presidents, State Board of Higher Education, Community College Boards	1/93				66
7. Undertake a study of duplication and fragmentation and possible areas of specialization	Office of Educational Policy & Planning for State Board of Higher Education, Community College Boards	1/93				66

FINDINGS

I. A Compelling Need

The Reality of Interdependence

Greater Portland is blessed with a beautiful urban landscape, responsive public services, and a diverse population with a strong community spirit. Its historic role as an economic gateway for Oregon reflects its interdependence with the rest of the state. Its enterprises, cultural attractions, transportation facilities, and communication media form important relationships with Oregon and the rest of the world. This concern for community reaches beyond economic and human relationships to the quality of life we share in one of the world's most beautiful places.

At a time when Greater Portland is becoming even more interdependent with Oregon, the world, too, is becoming more interdependent. Advanced communication technologies have permitted, in just a short time, a virtual world economy featuring instantaneous financial transactions and transfer of information. Firms and workers in Gresham, Portland, and Beaverton now compete and collaborate directly with counterparts in Tokyo and London just as they do with those in San Francisco and New York. Increasingly, their ability to compete and collaborate successfully will depend on their national and international awareness and their access to other people and cultures. Upheavals in the Soviet Bloc and the Middle East demonstrate just how rapidly the world is changing.

In this context, education plays a crucial role. It develops and enhances our talents and aspirations. It elevates our individual and collective spirits. It enables us to live and work in productive harmony with other people, communities, and the natural environment.

Working More with Our Minds

In the coming decades Americans will shift from working with their hands to working more with their minds. This change will affect every American in almost every job. Yet, as a nation, our educational capacity compared to other advanced nations is woefully inadequate. Nationally, student achievement in math, science, and problem-solving skills fails to match the performance

of students in Japan and many European nations. Further, almost one in five American adults is functionally illiterate. Many others are not sufficiently educated to cope with the increasing complexity of work and daily life. In Oregon, for example, 27 percent of our children fail to graduate from high school. This disturbing rate, although not unique among the states, is not acceptable to Oregonians.

❒ **Education Is Fundamental to Our Way of Life**

This learning deficit has two staggering implications. First, ignorance threatens the democratic values of a society. Without basic knowledge of history, literature, and geography and without basic skills to earn a living, people feel powerless and grow isolated from positive involvement in community life. It is no accident that voter participation has declined over the past 20 years and that our national life is stained by drugs and violence. To address these challenges more energy must be focused on developing an informed citizenry and involving them in the community as never before.

Second, ignorance undermines America's international economic competitiveness just as a global economy has emerged. The American economy is founded on innovation, individual enterprise, and the organization of collective effort. Without adequate education and training, people cannot participate fully in the economy of today let alone the more complex and fast-paced economy of tomorrow. For the nation and for individual citizens ranging from research scientists to factory workers, the learning process is central to success.

Greater Portland's Needs Can Be Addressed Only by Educated Citizens

In the next two decades Oregon will face specific problems and opportunities that will determine its economic and social health in the years to come. Educated citizens are vital to address every major challenge Oregon faces.

- Educated citizens strengthen the ability of Oregon workers to compete in world and U.S. markets.
- Educated citizens strengthen Greater Portland's capacity to address complex social needs.
- Educated citizens strengthen Greater Portland's capacity to guide urban growth and sustain environmental quality.
- Educated citizens strengthen Greater Portland's cultural, artistic, and community life.

❒ **Education Continues Throughout Life**

Although this report deals primarily with postsecondary education, it is important to keep in mind that the foundation for an educated adult population begins with adequate family and community support, prenatal health care, early childhood education, and the K-12 system. These are crucial building blocks for any plan to improve postsecondary education. The more solid this foundation, the more successful will be undergraduate and graduate education, specific occupational training, and continuing education for new careers or personal development.

Given this continuum, postsecondary institutions have a stake in the entire education process and an obligation to carry out their own missions to support life-long learning.

❒ **Educated Citizens Strengthen Oregon's Ability To Compete**

In a national and international economy, the most important element of competitiveness is the development and application of new knowledge. This permeates research and development, the application of technologies to market needs, the formation of organizations and capital, marketing, product development, and management. Only educated citizens can handle such responsibilities.

❒ **Educated Citizens Strengthen Portland as a Distribution and Service Center for Oregon**

The high technology and service industries that will dominate Greater Portland's economic future function in national and global markets where state and national boundaries are incidental to multinational corporate networks and market arrangements. Oregon's future, and Greater Portland's long-term well-being, are increasingly dependent upon everyone's ability to participate in national and global commerce. This will require increased skills and understanding in dealing with different languages, cultural values and customs, financial systems, and markets.

❒ **Educated Citizens Strengthen Greater Portland's Ability to Address Complex Social Needs**

As Greater Portland has grown, it has acquired many of the social problems typical of large metropolitan areas. Skilled sociologists, psychologists, public administration specialists, social workers, criminologists, and others are needed to address drug addiction, crime, child abuse, alienation, homelessness, dependency, aging, and poverty. Because such social ills are interrelated, interrelated approaches to solving these problems will be increasingly appropriate. These will place demands on our education systems to train and retrain human service professionals along interdisciplinary lines. It also calls for greater involvement by educators in finding solutions.

❒ **Educated Citizens Strengthen Greater Portland's Capacity To Guide Urban Growth and Sustain Environmental Quality**

Growth in Greater Portland is putting pressure on its infrastructure and public services. It is raising concerns about environmental quality, transportation, water quality, air quality, urban beautification, urban ecosystems, and long-term energy supplies.

In the next two decades, we will need to focus more comprehensively on urban facilities, the management of urban growth, and maintaining environmental quality. This effort will require an interdisciplinary approach involving city planners, civil engineers, architects, biologists, geographers, regional economists, and community leaders and activists. All will require training and retraining in new and integrated approaches to urban planning, urban design, the urban environment, and problem solving.

❒ **Educated Citizens Strengthen Greater Portland's Cultural, Artistic, and Community Life**

Greater Portland is a vital cultural center in Oregon. It is the state's major venue for the visual and performing arts as well as for sports entertainment, visiting speakers, exhibits, and special interest gatherings. The audience can choose from a wide range of offerings for entertainment, artistic enrichment, and information. Education has a key role to play in upholding this tradition of cultural vitality, particularly in the arts. Schools at all levels help educate the audiences who attend and fund the arts. Schools train professionals who make performances and exhibitions possible. Schools themselves host and present such performances and exhibitions.

Our educational institutions, therefore, are needed to incubate the knowledge, appreciation, and talent that drive our cultural life. As the urban population becomes more culturally and ethnically diverse, our schools have a special opportunity to promote greater intercultural appreciation and understanding through their involvement in the arts and community events. Portland State University is particularly well situated in this regard because it shares the Park Blocks (Greater Portland's "cultural campus") with the Oregon Art Institute, the Oregon Historical Society, the Center for the Performing Arts, and numerous performing arts companies that use performance spaces in this area.

Compelling State and Regional Needs Must be Addressed

The postsecondary schools serving Greater Portland will face compelling demands in the next two decades. These include a rapidly growing population, demographic changes in the student population, increasing competition within higher education, global economic and political change, and changes in the local economy. Amid these external demands, both public and private institutions will confront internal crises from underfunding.

Presently there is a rich array of academic resources in the Portland area. The entire post-secondary community, including state universities, private colleges and universities, and community colleges, employs approximately 10,000 people and spends $659 million per year, with $153 million of that amount funding the University Hospital at Oregon Health Sciences University. Every year one in seven residents enrolls in a college class in one of 31 public and private degree-granting institutions in the Portland area. This represents 90,000 credit and 200,000 non-credit students.

The Commission realizes that each of the needs outlined below cannot be met by postsecondary education. However, postsecondary institutions have an opportunity to work with others and make a significant contribution to help address these needs.

❒ **Growth in Population Requires Significant Investment**

By the year 2010, the metropolitan area, including Clark County, Washington, is expected to grow to 1.9 million people, a 37 percent increase from 1987. This growth rate will add about 250,000 people every 10 years. The potential student population in the year 2010 could be almost 40 percent larger than today. New students will not be limited to young and mainstream students but will also include adults seeking retraining or professional growth and an increasing number of ethnic minority group members. In the next decade the region's student population will include more minority, low income, older, international, female, and place-bound students. These students will dominate the growth in the market for postsecondary education. This growth requires more investment than present sources can be expected to provide.

❒ **The Needs of Working Adults Must be Met**

The region must expand education opportunities for working adults. Because of the great size of the postwar, baby-boom generation and labor scarcity, college enrollments by traditional high school graduates (ages 18 to 22 years old) could represent only 20 percent of new student enrollments over the next decade. And, because older students will make up the bulk of enrollment, flexible approaches to continuing and professional education will be needed, that

address the concerns of working adults, families, and employers. These changes will include revision of schedules to accommodate working students, child care and family support services, and scholarship programs to fund part-time and graduate studies.

❒ **Graduation Rates and Access Must be Increased**

To meet the future needs of Greater Portland, the region's postsecondary programs must promote higher rates of student enrollment and retention at all levels, particularly the K-12 grades, community colleges, and public and private colleges and universities. Today 73 percent of Oregon's students graduate from high school. College attendance could increase substantially if high school graduation in the metropolitan area increased just a few percentage points. Major increases in funding will be required to absorb these new students.

❒ **Labor Scarcity Provides Opportunity to Increase Minority Participation**

Participation of ethnic minorities in college must be increased. Labor shortages, fundamental democratic values, and the need to strengthen our economic competitiveness require that we educate and graduate more students who are members of ethnic and national minority groups students at both secondary and postsecondary levels. What we offer must convince these students of the value of high school graduation. We also must encourage them to attend college and we must provide the resources that make it possible for them to attend college. While they are in college we must help them stay there. Resources should include increased financial aid, child care, transportation, counseling, and job placement. Families must be encouraged throughout the educational process to support their children's efforts to attend school and graduate. Educators, potential employers, and community leaders must convince students that jobs and opportunities for a better life result directly from a better education.

❒ **Social Challenges Must be Addressed**

Direct links should be established between postsecondary education, the criminal justice system, and human service programs in order to increase opportunities for people to live independent and productive lives. As a society, we face growing numbers of impoverished families and children, criminals and drug addicts, dependent individuals, and the homeless. New partnerships must be fostered among those in the education, criminal justice, social service, and employment systems to address problems that are more complex and difficult to solve than ever before.

❒ **Graduate Education and Research Must Be Substantially Increased**

Of nine comparable metropolitan areas, Portland is second from last in the number of degrees conferred per 1,000 population for bachelors, masters, and doctoral programs. Among doctoral programs, the Portland region is generating degrees at one-third to one-fifth the rate of similar

metropolitan areas. The institutions of the Portland metropolitan area award degrees per capita at 104 percent of the national average at the associate level, yet only 92 percent for bachelors, 61 percent for masters, and 43 percent for doctoral programs. Greater Portland is one of two of the nation's 33 largest metropolitan areas without a comprehensive offering of Ph.D. programs. In addition, the region is one of two that does not have a major research library available to faculty, students, and the community.

Over the next two decades, graduate education must be expanded dramatically. To address these needs, graduate programs offered by Portland State University and the Oregon Health Sciences University should be expanded in cooperation with Oregon State University, the University of Oregon, the Oregon Graduate Institute of Science & Technology, and other institutions serving the region.

❒ **Research and Development Must Be Increased**

Comparatively low levels of academic research and development (R&D) funding in the Portland region present serious obstacles to expanding locally-owned industry, developing a pool of regional talent, and participating in the development of the most advanced new technologies in a variety of fields. Greater Portland ranks last of nine identified metropolitan areas in the receipt of federal R&D spending per capita, receiving between one-half and one-fourth of the funds received by other West Coast regions. Without an increased level of academic research and development, the metropolitan region will have difficulty building the research base that permits it to be a full partner with private industry. Linkages between private industry in Portland and research activities in Corvallis and Eugene must also be strengthened to take full advantage of research and development.

❒ **Higher Education Institutions Located in Greater Portland Are Critical to Industry**

A 1990 survey of 315 business leaders by the Oregon Business Council indicates that business access to postsecondary education services is important today and will become even more important in the future. This need is critical to the electronics industry, which presently looks outside of Oregon for over 50 percent of new engineering hires. That industry simply cannot grow or maintain its competitive position under these circumstances. The same is true for other employers in professional services, printing and publishing, machinery, manufacturing, communications, utilities, international trade, and government.

II. Seeking A Community Consensus

An Inclusive Mandate

On May 22, 1989, Governor Neil Goldschmidt appointed 11 citizens to a Commission on Higher Education in the Portland Metropolitan Area. The Commission's purpose has been to prepare a plan for the future of postsecondary education in the metropolitan region. The Commission's members, representing a broad cross section of the community, include:

- Ogden Beeman, consulting engineer
- Earl Blumenauer, Portland city commissioner
- Joyce E. Cohen, state legislator from Lake Oswego
- John R. Faust, Jr., attorney and host of KATU's Town Hall
- Mike Forrester, journalist from Pendleton and Salem
- Don C. Frisbee (Chair), chairman of the board of PacifiCorp
- Gloria Gostnell, Portland Public Schools' administrator
- Susan Hammer, attorney
- Richard A. Munn, executive director of the State Department of Revenue
- Richard G. Reiten, president of Portland General Corporation and former director of the Oregon Economic Development Department
- Betty Roberts, former Oregon Supreme Court justice

Two important partners in the Commission's work were Paul Bragdon, Assistant to the Governor for Education and the Governor's liaison to the Commission and Chancellor Thomas Bartlett liaison to the Commission for the Oregon State Board of Higher Education. In addition, the Commission was advised by three eminent academic advisors, Dr. John Corbally, President Emeritus of the University of Illinois and past president of the MacArthur Foundation; Dr. E.K. Fretwell, Chancellor Emeritus of the University of North Carolina at Charlotte; and Dr. John W. Ryan, President Emeritus of Indiana University.

The Commission was assisted by Executive Director Robert N. Wise, Assistant Director Kris Hudson, and Staff Associate David O. Jermain.

The Governor's Executive Order (89-05) is specific in outlining the Commission's charge. It requires:

> Analysis of key trends in the Portland Metropolitan area and in the environment of higher education in the next 20 years; an inventory of existing resources, their quality and productivity where information is available; identification of needs associated with science, engineering and technology, work force training to foster economic growth, programs to serve the multi-cultural international community and international strategy, programs to provide the broadest possible access to education, and programs in the social sciences and the fine and performing arts.

This charge required that the Commission broadly involve the communities of the region in its work.

The Making of a Consensus

The Executive Order that established the Commission recognized the desirability of a partnership with the private sector in funding the Commission's work. The Commission was supported by funding sources that include: $15,000 worth of computing equipment from Apple Computer, Inc., $65,000 (cash and in-kind) from the Oregon Business Council, $7,500 from the Oregon Community Foundation (the Eva Chiles Meyer Fund #2 and the Francis A. Staten Fund), $10,000 from the Collins Foundation, and $75,000 each from the Meyer Memorial Trust and the Murdock Charitable Trust. State government provided $250,000. More important than these financial donations were the intellectual contributions of many organizations and more than 2,000 individuals and organizations. The findings and recommendations of some of the Commission's partners are outlined below.

❒ **Public Interviews**

Over the course of the Commission's work, four fundamental concerns emerged from the 150 interviews conducted by Commission staff and by SRI International on the Commission's behalf. These concerns are:

- Greater Portland's economy is evolving from a dependence on natural resources to a dependence on knowledge. This will require more regional reliance on postsecondary education than in the past.
- Although there are considerable higher education resources in the region, they are not sufficient in quality and comprehensiveness to meet the requirements of the future.
- The postsecondary institutions of the metropolitan region and the state do not work together in a systematic way.

- There must be stronger links between the region's K-12 system and its postsecondary institutions to help students participate in and graduate from both systems.

❒ The State Board of Higher Education

The State Board of Higher Education originally requested that the Governor appoint a commission on higher education in Portland. Thus the Board has had a great interest in the Commission's work. Over the life of the Commission, Chancellor Thomas Bartlett attended almost every meeting of the Commission and informed its deliberations on a number of important matters. In addition, the president of the Board appointed three Board members, Rob Miller, George Richardson, and Janice Wilson, to serve as liaisons to the Commission. The three members of the Board and the Chancellor worked informally with the Commission and identified four major issues for consideration:

- The desire of the State Board of Higher Education to have continuing roles, through Portland State University and other institutions, in assisting academic development in the Portland metropolitan region
- The importance of involving the University of Oregon and Oregon State University in addressing the needs of the Portland metropolitan region
- The opportunity to develop a new mission statement for Portland State University to emphasize its "urban mission"
- The need to focus on improving graduate education, engineering education, community participation in higher education, and coordination among various institutions and across disciplines, particularly among the Oregon State System of Higher Education schools and the community colleges.

❒ The American Electronics Association

At the November 1989 meeting of the Commission, Phil Robinson, vice president of Tektronix, presented the American Electronics Association report that proposed, among other things, reorganizing Portland State University with Oregon State University and the University of Oregon. Other significant recommendations included:

- Increasing faculty salaries
- Allocating $100 million for new faculty, equipment, and facilities
- Establishing a major technology center in Washington County with research institutes for advanced computing, semiconductor materials and devices, software engineering, and manufacturing technology
- Expanding continuing education.

The AEA report was important because it illustrated the degree of frustration with current educational resources felt by a major regional industry. The report was explicit in pointing out that engineering education is fragmented and therefore inadequate.

❒ **The Oregon Business Council**

In 1989, the Oregon Business Council undertook a statewide survey of 315 business leaders to determine attitudes toward postsecondary education. The Council presented the Commission with the following results in February 1990:

- Business leaders strongly support additional resources to improve the quality of postsecondary education.
- Business leaders express serious concern about the quality of graduates of postsecondary education institutions.
- Business leaders seek substantially greater collaboration with postsecondary education institutions.
- International competition and globalization are important and becoming more important business concerns.
- Key industry sectors emphasize the importance of graduate education and research.
- Close proximity to education institutions is important and becoming more important.

❒ **The Council of Presidents**

In order to strengthen the coordination of postsecondary education resources, the Commission met with the presidents of most of the colleges and universities serving the Portland region on December 5, 1989. Based on the interest of the presidents in working together, the Commission encouraged the formation of a committee (composed of the presidents of Portland State University, Oregon Health Sciences University, Reed College, Lewis and Clark College, the University of Portland, the Oregon Graduate Institute of Science & Technology, Portland Community College, and Pacific University). This committee was asked to develop a strategy for coordinating and integrating academic resources serving the metropolitan area.

The committee presented its report to the Commission in June 1990. In that report the presidents concluded that the key to a stronger educational environment in Portland is the development of a public-private partnership involving the community colleges, private colleges and universities, and public universities. The committee further recommended that the region's postsecondary institutions collaborate to:

- Develop an integrated academic library and make a commitment to create a major research library
- Develop integrated and enhanced graduate programs (in the health sciences professions, engineering and computer sciences, education, law, business, urban studies, architecture, and communications)
- Develop coordinated recruitment and retention of minority or under-represented faculty, staff, and students
- Establish a comprehensive program to minimize barriers and enhance access through interaction among institutions of higher education. (This program should include integrated academic calendars, communications facilities, transportation, and student and institutional services.)
- Establish a coordinated program involving a range of institutions to provide community service to the Portland region.

The Commission asked that this committee continue to develop its ideas and contribute them throughout the life of the Commission. The committee was formalized as the Council of Presidents by action of the Commission at its June meeting. The Council's work has been incorporated into this report.

❒ **Community Colleges**

In testimony before the Commission at its March 1990 meeting, three of Greater Portland's community college presidents presented a number of findings and recommendations.

- Community colleges are major resources, with 149,000 students in the Portland area. They must be considered as full partners in the design of postsecondary education programs for the region. Enrollment caps and limited growth at Portland State University and other state universities and colleges make the job of the community colleges even more important.
- State funding for community colleges has declined over the past 10 years from 40 percent to 29 percent of community college budgets. The lack of stability in state funding is aggravated by the backlog in major construction project needs.
- Demand for education exceeds capacity at community colleges, which suffer a shortage of sufficient classroom space, libraries, faculty, and other resources. This keeps the community colleges from fully meeting the needs of place-bound students, and it contributes to a scarcity of skilled labor in a robust economy.
- The community colleges have in place a number of vehicles for cooperation including the statewide Oregon President's Council (of community colleges), an Advanced Technology Center in Wilsonville, the Office of Community College Services in the Department of Education, and the Lintner Center in Washington County.
- More needs to be done to insure that successful community college students who wish to transfer to four-year state schools are guaranteed entrance.

- More must be done to implement an information system to track the level of participation and the success of community college students when they enroll in State System institutions.

- Community college students, most of whom are place-bound and older, need access to a range of high quality upper division and graduate programs if they are to complete their educations. Strong professional schools, excellent graduate programs, and collaboration with other institutions in the area should be the hallmark of a major public university in Portland.

- International education and multicultural awareness in the region are critical in the future. A more comprehensive regional program should be developed building on programs such as the Small Business International Trade Program and similar undertakings.

In discussions that followed their presentation, the presidents of the community colleges emphasized that there is more demand for education than the community colleges can possibly serve. Currently, community college facilities and budgets are strained and student access and progress at the upper division and graduate levels are limited by enrollment caps.

❒ **Private Colleges and Universities**

The Oregon Independent Colleges Association representing 14 of Portland's independent institutions presented its findings and recommendations to the Commission at the May 1990 meeting. The Association recommended a vision of higher education that builds on the diversity and strengths provided by the private and public colleges in the metropolitan region. The major themes and recommendations included:

- **Access.** The Commission's plan should enable students to choose between public and private schools and should consider the needs of both young and older students.

- **Excellence.** The Commission should support measurable excellence in academic programs, support services, and institutional management, and support the work of students with academic potential as well as those with proven skills.

- **Cooperation.** The Commission should foster five main areas of cooperation including (1) access, such as a community-wide counseling center and dramatically increased financial aid resources for all Oregonians, (2) cooperative academic functions such as a single on-line library catalogue and shared faculty appointments, (3) cooperative administrative functions such as long-range planning, joint purchasing, and shared public relations, (4) cooperative international programs, and (5) cooperation with primary and secondary schools including incentives for further education of K-12 teachers and a mentor program.

- **Alliance.** A formal Alliance for Portland Higher Education was proposed to address the agenda outlined above.

❒ **Portland State University**

At its February 1990 meeting the Commission heard a panel representing Portland State University, including Roger Yost, president of Yost, Grube, Hall Architects and chairman of the PSU Advisory Board; Matthew Prophet, superintendent of Portland Public Schools; Bruce Willison, chairman and

CEO, First Interstate Bank of Oregon; and Fred A. Stickel, president and publisher of *The Oregonian*. Their comments indicated that public higher education in the metropolitan region is not meeting current needs and will not meet the needs of the future. The panel recommended that Portland State University be refashioned, based on its current strengths, to:

- Foster productive cooperation through all levels of education
- Enhance or develop graduate programs critically needed in the metropolitan region
- Provide supportive educational programming to suburban areas
- Establish special institutes to address the problems of the metropolitan region
- Provide a wide range of liberal arts bachelors and masters degrees and participate in consortia to provide doctoral degrees in these fields
- Provide the widest possible access for minority, place-bound, non-traditional, and disadvantaged students
- Support pure and applied research to address regional needs
- Deliver programs and provide leadership to the development of the region through centers of excellence in business administration, computer science, education, engineering, international studies, and urban and public affairs
- Evaluate and monitor institutional performance.

Later, at the Commission's August 1990 meeting, Judith Ramaley, the newly appointed president of Portland State University, outlined her recommendations to the Commission.

- Portland State is the only comprehensive public higher education institution in Portland. As a part of the downtown area, it must remain the center for the educational environment supporting Greater Portland.
- Portland State will respond to the unique needs of Greater Portland while affording the opportunity for scholars and students to work and study in an extraordinary setting.
- Portland State is part of a national trend for urban institutions serving older working students, professionals, diverse ethnic groups, and other non-traditional students.
- The urban universities of the future, like the land grant universities of the past 100 years, will serve the needs of changing society. Portland State University can become a national model.
- The special circumstances of Greater Portland, including Portland's Pacific Rim location, will set the agenda for Portland State, including the balancing of economic and environmental concerns and strengthening the core city while assuring access throughout the region.
- Portland State supports the Commission's ideas to increase resources and coordinate existing programs among the region's private and public institutions, with Portland State as a lead institution.

- Portland State should develop academic partnerships with other institutions and take the lead in designing innovative joint and collaborative academic programs.

Letters, Interviews, Focus Groups, and Papers Address Major Issues

During the course of its work, the Commission employed four other approaches to obtain suggestions on how postsecondary education can meet the challenges faced by the metropolitan region. The Commission sent letters to interested parties requesting their views, conducted personal interviews, conducted focus group sessions, and commissioned research reports by SRI International and Commission staff. Some of the findings of these sources are summarized below:

❒ **Access**

There was a clear interest in increasing the participation of students and adults in postsecondary education. This will take a concerted effort to increase graduation rates in high school and to increase the participation of students in postsecondary education, particularly low-income and minority students. Moreover, the needs of working adults are not being met. The region needs a more integrated continuing education program.

❒ **Arts and Culture**

Academic programs to support the arts and other cultural enrichment programs are important both to the quality of life in the community and to the economy of the metropolitan region. The best way to build excellence and "critical mass" in local arts and culture is to integrate community artistic and cultural resources and academic institutions.

❒ **Ethnic and National Minority Needs**

The focus group on ethnic and national minority concerns developed a detailed agenda for postsecondary education including support for: mentor programs, strong links between K-12 and postsecondary education, outreach to potential students, involvement of parents and families, improved retention and graduation at all levels, increased minority faculty members and administrators, improved multicultural awareness by all segments of postsecondary education, coordination of a region-wide counseling strategy, and the need to address major social and employment problems.

❒ **The Future**

The focus group on the future envisioned Portland serving as a global center in the next century. Portland should serve as a crossroads for different cultures and manage growth for the best possible quality of life. The core values of the region include the quality of life, environmental protection,

and capacity to take advantage of diversity. If it is to prosper, the region must encourage higher value-added industry, research and development, and entrepreneurship. Postsecondary education can help attract people to the metropolitan region, retain talent, prepare people for the future, and meet the needs of a diverse community.

❒ **International Awareness and Multicultural Development**

Opportunities for international and multicultural development include an emphasis on the Far East, development of an improved international and multicultural curricula in the K-12 system, inclusion of international concerns across the curriculum, and development of a greater capacity in international business management.

❒ **New Enterprises**

Oregon has the most small businesses per capita of any state. Opportunities for new enterprises and entrepreneurship can be enhanced by postsecondary education. Major suggestions included educating a high-quality work force and developing a more interactive relationship between entrepreneurs and higher education. Specific recommendations included promoting business and faculty exchanges, providing flexible academic schedules to meet the needs of older students, identifying and assisting fast-growing firms, supporting small businesses, assisting university research and development, developing a comprehensive technology transfer policy, and creating an academic program in entrepreneurial studies.

❒ **Societal Needs**

Postsecondary education must help Greater Portland grapple with such issues as the family environment, early childhood development, health care, housing costs, drug abuse, the criminal justice system, and the needs of an aging society. Employment and training programs, welfare reform, and access to the educational system are critical to the most needy. In general, academic institutions should become full and active partners with social service and health agencies to address the needs of the region.

❒ **Science and Technology**

More effort is needed in technology transfer. It is necessary to begin by targeting a few technologies for concentrated development. More faculty and institutional collaboration is needed to improve relatively small and fragmented academic programs. Greater effort must be made to develop more academic capacity and R&D capabilities in fields such as electronics, the life sciences, metals and materials. Academic programs need closer ties with industry, more funding, stronger public and private partnerships, less fragmentation and infighting among institutions, and clearer institutional missions to reduce redundancy.

❒ **Technical Advisory Committee**

The Commission formed a Technical Advisory Committee composed of the institutional planning and research directors of postsecondary institutions and the Oregon Independent College Association. This committee suggested that the Commission, through its consultants SRI International, inventory the approaches used by institutions to assess the performance and quality of their programs.

What Must Be Done

Based on the ideas summarized above, the Commission determined that the concerns and aspirations expressed could best be accomplished by developing a vibrant *community and academic partnership* and a "shared university" for Greater Portland.

RECOMMENDATIONS

III. A Community and Academic Partnership for Greater Portland

Portland can and must have a comprehensive and world-class university within the next 20 years. The Commission envisions a "shared university," where separate institutions function as an interdependent whole with broad community interaction and support. Many of the necessary academic elements now exist in the Portland area. These include:

- Portland State University - the most comprehensive university in the metropolitan area
- Oregon Health Sciences University - a major health institution serving the professional and medical needs of the region
- The other State System of Higher Education institutions serving Greater Portland including the University of Oregon, Oregon State University, and the Oregon Institute of Technology
- The Oregon Graduate Institute of Science & Technology - a growing engineering and science graduate and research institution
- Northwestern School of Law of Lewis and Clark College - an asset to the business community in Greater Portland and a national resource in environmental law
- A number of high quality private liberal arts colleges including Reed College, Lewis and Clark College, the University of Portland, Pacific University, Marylhurst College, Linfield College, and several others
- Four community colleges including Portland, Mount Hood, and Clackamas Community Colleges and Clark College serving approximately 149,000 students from all walks of life
- A number of specialized institutions such as the Oregon School of Architecture + Design, ITT Technical Institute, Pacific Northwest College of Art, and others
- Many community-based organizations serving less formal education roles including the Oregon Museum of Science and Industry, the Oregon Historical Society, the World Trade Center, the Oregon Art Institute, the United Way, and many others
- Nearby institutions including Washington State University in Vancouver, Willamette University in Salem, and the University of Washington in Seattle
- National and international institutions with programs in Portland.

Some of these institutions are currently supported by the public sector, while others are private institutions. If these existing elements could function as an interdependent more singular whole, the impact on Portland would be dramatic. Such a close association requires imagination and cooperation among these educational institutions and the communities of Greater Portland.

The basis for cooperation among the institutions of higher education in Portland must be the recognition of the unique attributes (strengths, weaknesses, governance, missions, and constituencies) of each institution. The essence of cooperation can be a set of principles and processes guiding the relationships among these institutions. To the extent that the institutions accept these principles and processes, there is great potential for significant improvement in the overall postsecondary resources of Greater Portland.

The colleges and universities of the metropolitan area must be prepared to develop a more formal coalition of institutions functioning as a whole with some sense of overall community guidance and support. This should lead to greater support for postsecondary education and could lead eventually to the restructuring of the institutions in the future. The ultimate goal of this coalition is a nationally competitive and comprehensive "shared university" that functions as an interdependent whole. The goal of the community is to assist in developing this higher education resource in order to meet the critical current and future needs of Greater Portland.

The first steps in creating this exciting community and academic partnership are:

(1) Developing an organization to initiate and help coordinate joint academic programs and projects and administrative arrangements among the institutions (Chapter IV)

(2) Developing Portland State University as a national model for an urban grant university serving the needs of Greater Portland (Chapter V)

(3) Developing community colleges as full partners (Chapter VI)

(4) Developing a Portland Educational Network to promote student participation and success in the educational process (Chapter VII)

(5) Developing new academic and research programs that utilize the strengths of several institutions, both public and private (Chapter VIII)

(6) Developing an organization to identify regional needs and a broader funding base for postsecondary education in Greater Portland (Chapters IX and X)

These proposals are discussed in the chapters which follow.

IV. A Coalition of Academic Institutions

Present and Future Needs Require Collaboration

It is clear that the community sees compelling reasons for substantial improvements in postsecondary education institutions and a broader outreach of their services. It is also evident that under present circumstances, funding from traditional sources, including tuition, legislative appropriations, and some private interests, is limited and cannot begin to meet present or future needs.

So what can be done? The three obvious approaches are:

(1) Find ways to link high quality postsecondary resources serving the metropolitan area in ways that help meet diverse and expanding community needs and goals and are beneficial to the institutions themselves

(2) Seek *new* funding sources

(3) Both of the above

Several significant factors seem to corroborate the desirability of pursuing both approaches at once.

- Because collaboration has been limited in the past, there is much room for exploiting its potential.
- Some institutions have limitations in attracting students and professors who require more courses, programs, and other academic opportunities than a single isolated institution can offer.
- The time is ripe. There are new and forward looking institutional presidents in Greater Portland and within the Oregon State System of Higher Education who see the benefits of collaboration.
- Many of the collaborative efforts that can be undertaken will increase program quality while reducing overall costs.
- In order to compete successfully for national and international funding, where quality and breadth are factors, local institutions must collaborate in order to effectively utilize their resources and expertise.
- Collaboration to address the needs of the metropolitan region will lead to new funding sources.

Each Participant Is Important

Various institutions are important in serving Greater Portland's needs. The community colleges are important because of their large size, rapid growth, diverse student bodies, orientation to working adults, and their ability to provide the first two years of college education in the region. Portland State University and Oregon Health Sciences University are critical because of their size and range of programs, and because they are the Portland institutions of the Oregon State System of Higher Education. The private colleges and universities are important because of the range of their graduate and undergraduate programs, their deep roots in the community, and their reputations and expertise. The University of Oregon and Oregon State University are important because of the breadth of their programs and their potential service to the region.

There are other institutions in the metropolitan area and nearby with significant resources that can be involved In the future it will become increasingly important to involve universities from throughout the United States and from other countries in partnerships designed to meet regional needs. If Waseda University locates a new campus in Portland, it should be involved.

Collaboration Now Under Way Should Expand

During the work of the Commission, a remarkable step was taken in furthering academic collaboration in the Portland area. An informal group of presidents of area colleges and universities was formalized as a Council of Presidents to address the need for more joint and integrated academic programs and projects.

This Council now includes the presidents of Portland State University, Oregon Health Sciences University, Oregon Graduate Institute of Science & Technology, Portland Community College (representing the community colleges including Clark College), Reed College, Lewis and Clark College, the University of Portland, and Pacific University (representing the independent colleges). The Council can involve more academic institutions in a variety of ways including expanding the membership of the Council, establishing a Council of Chief Academic Officers, and utilizing working groups and task forces, as appropriate to the nature of the Council's evolving agenda. The Commission believes that these decisions can best be made by the Council.

The Council of Presidents should develop as an even more important element in regional postsecondary education. The Council of Presidents should have a budget and staff sufficient for its missions as outlined below.

Its functions should include:

- Work with the Greater Portland Trust in Higher Education to identify regional needs and define academic programs and projects to meet those needs
- Work with the institutions serving the region to harmonize and advance the quality of academic programs and administration
- Develop and implement plans for collaborative academic programs and projects
- Encourage academic programs and projects that avoid duplication and enhance specialization among the institutions of the region so that they function as a single whole.

An Action Agenda

The Council made extraordinary progress in defining a regional agenda involving joint efforts among public and private institutions. In the Council's report, presented to the Commission in June 1990, the presidents concluded that the key to a stronger educational environment in Portland is the development of a public-private partnership involving the community colleges, private colleges and universities, and public universities. The Council proposed a specific regional agenda to:

- Develop an integrated academic library and create a major research library
- Develop enhanced graduate programs (in the health sciences professions, engineering and computer sciences, education, law, business, urban studies, architecture, and communications)
- Develop coordinated recruitment and retention of minority or under-represented faculty, staff, and students
- Establish a comprehensive program to minimize barriers and enhance access through interaction among institutions of higher education. (This program should include integrated academic calendars, common course numbering, communications facilities, transportation, and student and institutional services.)
- Establish a coordinated program to provide community service to the Portland region involving a whole range of institutions.

The Council of Presidents should develop specific plans in these areas and undertake further coordinated program development.

V. The Urban Grant University

Long-Standing Tradition, Youthful Horizons

It is clear that the institutions of Greater Portland must work together. Yet, postsecondary institutions are the product of their history, culture, organization, and leadership. Many of Oregon's postsecondary schools have long histories. For example, Lewis and Clark College is 127 years old. Reed College was founded in 1909. By contrast, Portland State University is only 44 years old, and Greater Portland's community colleges have flourished for only about 25 years. Portland State University, like similar universities across the nation, began as a commuter school following World War II to help meet the educational needs of returning GIs. A brief history shows:

- The Vanport Extension Center of the University of Oregon was established in June 1946 and was destroyed by flood in 1948
- The Center was relocated to Lincoln High School in downtown Portland in 1953
- Portland State College was established in 1955
- Portland State University was established in 1969 and three doctoral programs were created.

Portland State University is a young institution with an emerging culture, leadership, alumni, and set of relationships with the community. The quality of its programs varies by department. It has a very bright future in one of the world's most exciting urban centers if it emphasizes quality programs and develops a more focused and viable mission. Currently Portland State University lacks a meaningful mission statement to guide it in the decades ahead.

The PSU Mission Statement, adopted in the 1986 State System Strategic Plan, indicates that Portland State "will soon gain designation as a Category I doctoral granting institution" (under Carnegie Foundation criteria). In 1985, the Joint Committee on Ways and Means of the State Legislature, in a budget note, directed the State Board of Higher Education to "develop a plan to change the status of Portland State University from that of a comprehensive university to that of a comprehensive research university." In this policy environment, Portland State faculty and

administrators expected that Portland State would gradually evolve into a traditional research university.

Lacking focus, these missions have failed to give a clear direction or specific roles to Portland State related to its urban setting. The opportunity now exists to define this university in terms applicable to the challenges of the 21st century.

What Kind of University Should Portland State Become?

To answer this question, the Commission reviewed the modern history of universities in search of models that apply to the needs of the region. It examined four types of universities, and, of that four, discovered one that shows great promise. The four are:

The comprehensive university in an urban setting. Examples of the comprehensive university include the University of Washington, the University of Minnesota, the University of California at Berkeley, the University of Toronto, and the University of California at Los Angeles. Comprehensive universities have emerged in states that made a deliberate decision to locate flagship public universities in major population centers.

The urban or metropolitan university. The urban or metropolitan university is exemplified by institutions such as George Mason University, the University of Illinois at Chicago, the University of Cincinnati, Cleveland State University, and the combination of Indiana University and Purdue University at Indianapolis (IUPUI). These institutions have in common their location in an urban area, their fairly rapid and generally recent evolution, and the relative comprehensiveness of their offerings.

The consortium. Examples include the Five Colleges in Amherst, Massachusetts, the Claremont Colleges in California, and the University Center in Atlanta, Georgia. These consortia all feature joint academic planning, common programs, and shared academic resources. They function as diverse and independent institutions that work together and share a number of common goals.

The land grant university. The land grant university is exemplified by institutions such as Oregon State University and Washington State University. Land grant schools were founded historically to address the specific needs of communities at a time of national expansion and changing agricultural technology. These universities evolved to provide services to people across the states they serve but do not have as their central focus the cultural, artistic, social, economic, and environmental needs of major metropolitan areas.

The Commission rejected the first two models. The historical evolution of the state does not allow, at this time, the development of a single comprehensive university in Portland. The urban university concept is an attractive one. However, the wide variation among institutions referred to as urban universities does not provide a clear guide for institutional development.

The consortium approach has not proved very successful for the development of new academic programs where no strong institutions are participating. It has proved attractive, however, for administrative and program coordination. Many of the ideas of the consortium model are attractive to the Commission because of the potential for its application to the diverse institutions and governance structures of postsecondary education in Greater Portland.

The land grant university concept appears more relevant to the needs of Greater Portland. In finding a university model to address Greater Portland's needs, the Commission was attracted to the concept of an "urban grant university," a new analog to the land grant school.

The Promise of the Urban Grant University Model

As illustrated in Table 1, the urban grant university would:

- be focused on human capacity development
- stress research and service along with the teaching mission
- focus on the modern metropolitan economy
- conduct research through joint applied research centers
- serve the metropolitan community in cooperation with other colleges and universities
- utilize Greater Portland as an "urban laboratory" for the development and application of knowledge.

Table 1

Historical Comparison of Land and Urban Grant Universities

Features	Historical roles Land Grant University	Possible roles Urban Grant University
Economic orientation	natural resource management	human capacity development
Teaching	agriculture, forestry, mechanical arts, and many other fields	arts and sciences, social sciences, professional programs, advanced technology
Research	Experiment Stations	Joint Applied Research Centers
Service	Cooperative Extension and other approaches	Center for Community Service network with other institutions
Campus/laboratory	Oregon as a whole	Greater Portland serving the state and nation

The concept of the urban grant university did not originate with the the Commission. It is, in fact, embodied in Title XI of the Higher Education Act of 1986. However, the Commission's vision of an urban grant university in Greater Portland substantially exceeds the vision of Title XI[3] as discussed below in the guidelines for revising Portland State University's mission statement.

Applicability of the Urban Grant University Concept

Because Portland State University, as an urban grant university, would draw upon national and worldwide intellectual resources to address urban problems and opportunities, it would be inherently global in its perspective and its reach. Because urban life and the metropolitan economy combine challenges in both human and technological development, the liberal arts and sciences would be an integral part of the urban grant university curriculum.

[3] Title XI describes the urban grant university in terms of circumstances rather than mission and programmatic emphasis. Under the legislation, an urban grant university is located in an urban area, draws a substantial portion of its students from the area, carries out programs for residents of urban areas, has the present capacity to respond to the needs and priorities of such areas, offers a range of professional and graduate programs, and has demonstrated a sense of responsibility to the region and its people.

To carry out its special mission in Greater Portland, the urban grant university would offer programs with special relevance to high priority regional problems and challenges through its own resources and through collaboration with other institutions. The research and service agenda would be developed and implemented in close cooperation with the communities of the region and state.

The urban grant university would work cooperatively with the Council of Presidents in forming coalitions in the metropolitan region among public and private colleges and universities, community colleges, and with the State System of Higher Education, especially Oregon Health Sciences University, Oregon State University, and the University of Oregon. In addition, it would work with the K-12 districts of the region and other education organizations such as the Oregon Museum of Science and Industry, the Oregon Art Institute, and the Oregon Historical Society. It would build bridges with non-profit organizations, business and industry, local governments, and international organizations to address regional needs.

As noted in the summary, the conceptual parallels of the urban grant concept with Oregon State University, a land grant university, should be clear from the above discussion. Oregon State University provides services to people throughout the state. The primary focus of the urban grant university would be the social, cultural, economic, and environmental needs of the people of Greater Portland.

The Commission realizes that there can and should be some overlap among the urban grant university, Oregon State University, and the University of Oregon. This can actually benefit Greater Portland and the state. It is the responsibility of the State Board of Higher Education to define missions and programs for these institutions to fit the needs of the state and Greater Portland.

State Board of Higher Education Action Is Necessary

Portland State University must be empowered to play key roles in promoting collaborative academic development and in providing services to the metropolitan region. The State Board of Higher Education should:

(1) Revise the PSU Mission Statement to establish Portland State University as Oregon's urban grant university

(2) Support the creation of expanded and diversified funding for Portland State University's mission and involvement with other institutions serving the state

(3) Support, along with the Council of Presidents, the development of joint programs and activities among public and private institutions and the community at large to meet regional needs

(4) Support development of the Greater Portland Trust in Higher Education

(5) Work cooperatively with Portland State University to provide services by the University of Oregon, Oregon State University, and Oregon Institute of Technology to the Portland area when needed, especially for graduate and professional programs.

Recommendations for Portland State University

❒ **Revise the Mission Statement of Portland State University**

Designation of Portland State as an urban grant university will require the Oregon State Board of Higher Education and the school to redefine its mission and priorities. Although it is the State Board of Higher Education's responsibility to coordinate and integrate state system resources serving Greater Portland, Portland State University must serve a critical role in that process. To do so, Portland State University must work with State System of Higher Education resources, better integrate its own internal resources to serve the region, and develop joint programs and projects with other institutions. This will be a major challenge in a large metropolitan area with far flung campuses and complex academic communities. To accomplish these goals, the Commission suggests the following guidelines for revising the Portland State University mission statement:

- **Community Involvement.** Portland State University should involve public and private institutions, community colleges, the K-12 system, community education organizations, local governments, and community and business leaders in the design and development of regional academic programs and projects.

- **Full Range of Programs.** In collaboration with other metropolitan, state, national, and international institutions, Portland State University should promote a full range of programs needed in the metropolitan area.

- **Teaching, Research, Service.** Portland State University should develop hiring, promotion, and tenure guidelines that emphasize the urban grant roles of the institution. These must reward teaching at the undergraduate and graduate levels and research and service that focus on regional needs and service to the region's communities.

- **Center for Community Service.** Portland State University should create, house, and administer a Center for Community Service. This program should identify the most pressing community needs that university assistance can meet and bring faculty and student resources from a variety of institutions together with local and state organizations to address regional challenges.

- **Joint Applied Research Centers.** Portland State University currently has a significant number of relatively small research centers and institutes. These should be reorganized where appropriate to develop major interdisciplinary centers for research and service to

the region. Community and faculty members should be involved in defining community needs and in designing and carrying out programs and projects.

- **Strategic Alliances.** Working with the Council of Presidents, Portland State University should define priorities for developing public-private alliances to benefit the community. The resulting alliances should focus on community problems and opportunities and emphasize the development of high caliber programs. Such alliances should, when appropriate, also include national and international partners.

- **The "Living Laboratory."** Portland State University and other institutions must view Portland as the center of a vast laboratory for the development and application of knowledge. Research and development programs should address the social, cultural, physical, economic, and environmental needs of Greater Portland. Student and faculty projects should be designed, where possible, to address the needs of the region's communities.

- **Access and Participation.** Portland State University must work with the K-12 system, the community colleges, and other institutions and organizations to design a comprehensive program to increase enrollment and success in postsecondary education.

- **Community Development Leadership.** Portland State University is one of the largest landowners in downtown Portland. Because of the "University District," established in the Central City Plan, Portland State has a major impact on the development of almost 60 acres in downtown Portland, almost 20 percent of the total Central Business District. The university should be an active participant in downtown planning and development projects using its own considerable resources to create new opportunities to shape the future of the city. Because of its major impact on downtown development, Portland State should be authorized to examine the potential of new development opportunities within the University District in cooperation with the City of Portland and private developers.

- **Academic Efficiency.** Portland State University should work with the Council of Presidents to collaborate on faculty hiring, academic computing, a regional research library, cooperative education and research programs, transportation among institutions, cooperative facilities and equipment, articulation policies among the participating institutions, a joint student database, a common calendar, joint counseling programs, a joint catalog and on-line course database, and an open enrollment policy.

- **Funding.** Portland State University should generate diversified funding for its academic programs in Greater Portland from local, state, federal, corporate, philanthropic, and international sources as well as from profit-making ventures and urban development.

- **Continuing Education.** Portland State University should work aggressively with the state system, independent colleges, the community colleges, and the K-12 system to develop a more integrated and comprehensive approach to continuing education for Portland.

- **Facilities Development and Use.** Academic facilities throughout the metropolitan area should be utilized efficiently regardless of their ownership. As part of this process, Portland State University should work with other institutions, private industry, the K-12 systems, and local governments to use the full range of facilities in Greater Portland as a "university without walls."

- **Global Reach.** Portland State University should develop programs that encourage international dimensions of academic disciplines, draw on the best worldwide

scholarship to address the region's needs, and encourage the participation of local scholars in international academic networks.

❒ **A Down Payment on the Urban Grant University Is Necessary**

The State Board of Higher Education should expand graduate programs, provide new incentive funding for Portland State University to collaborate with other institutions, and delegate necessary authority from the chancellor and the Board to the PSU president. The Board should provide the president with flexible funding for collaborative academic projects that emerge from the Council of President's work. In addition, as part of this "down payment," the State of Oregon should define a role for Portland State to promote the coordinated development of the University District and other state-owned land in the central city in cooperation with the City of Portland and private developers.

❒ **Coordinate Development of Oregon Health Sciences University and Portland State University**

Currently Portland State University and the Oregon Health Sciences University function independently, although they do have a few joint programs and faculty exchanges. Because there are important areas of potential joint development between the two institutions, the State Board of Higher Education should view Oregon Health Sciences University and Portland State University as compatible and linked institutions. A few cooperative fields, specifically designed to utilize the strengths of both Portland State University and Oregon Health Sciences University as well as strengths of other institutions, should be considered for future growth. Five suggestions to consider are:

- Health policy and management
- Environmental health, toxicology, and toxic waste management
- Community nursing and social work
- Aging and gerontology
- Urban environmental management.

VI. Community Colleges As Full Partners

A Force for the Majority of Students

The community colleges in Greater Portland were formed under state community college legislation passed in Oregon in 1961 and in Washington in 1967. The region's four community colleges and years of formation are:

- Portland Community College, 1961
- Mount Hood Community College, 1965
- Clackamas Community College, 1966
- Clark College in Vancouver, 1967 (although it was founded in 1933)

Oregon Senate Bill 440, passed in 1961, initiated a process that saw 13 community colleges created statewide from 1961 through 1971. Oregon legislation enacted in 1959 and 1961 provided for community college financing and community college programs in vocational education, lower division college education, adult education, and counseling and guidance services.

Over the years major programs, including small business development centers and economic development activities, were added to the functions of community colleges. These colleges now serve 149,000 students annually. The Commission believes that the community colleges are an exceptional resource for Greater Portland and possibly the only part of postsecondary education that now comes close to meeting the needs of the region. For example, Greater Portland produces associate degrees at 104 percent of the national average, while it produces masters degrees at only 61 percent.

Because of local governance and financing, community colleges are highly relevant to and interactive with their local communities. They share common goals and expectations with their communities because of their direct accountability to the local voters.

Major Issues Facing Community Colleges

According to the Oregon Community College Association, there are three major program challenges facing community colleges that serve Greater Portland. These include expanding access to educational opportunity, promoting a trained and competent work force, and increasing literacy and basic skills education. The aging of the population and the increasing number of minorities and women in the work force are resulting in many more place-bound students, and therefore the roles of the community colleges will become even more important in the future.

❒ Access to Educational Opportunity

In order to expand educational opportunity, a number of concerns must be addressed. One major issue is the importance of the block transferability of associate of arts degrees, offered by community colleges, to other colleges and universities to insure the widest possible access to the junior and senior years. Currently the community colleges and the Oregon State System of Higher Education are working to insure that the associate degree will meet the general education requirements for undergraduate education. This relationship is especially important with Portland State University because of the 1,000 students who transfer from Oregon community colleges to the university each year. The community colleges and Portland State University are also critical to serving the needs of minority students.

❒ A Trained and Competent Work force

To better train its work force, the region must address a number of concerns. Capital equipment and training must be upgraded, particularly so training will be done on advanced equipment relevant to the work environment. Coordination with K-12 technical programs must be enhanced to insure the smooth transfer of students from two years of high school training to two years of college training (the 2+2 program). A major development with great promise is the creation of advanced technology centers involving several community colleges to meet the special needs of industries. For example, the Oregon Advanced Technology Consortium has been created in Wilsonville to improve high-tech training and technology transfer. Customized training will also be more important in the future. In 1988 customized training services were provided to over 170 companies, affecting over 23,000 employees. Finally, given the extent of apprenticeship programs in Greater Portland, there are opportunities to expand access to apprenticeship training for women and minorities through the community colleges.

❒ Literacy and Basic Skills Education

Community colleges serve important roles for students of all ages in fostering such skills as reading, writing, computation, critical thinking, communications, and teamwork. Competency-based approaches to these skills must be enhanced to meet the needs of the workplace of the future. Because over 80 percent of the people in the work force in the year 2000 are already in the work force today, it is clear that more worker retraining will be necessary if the work force is to remain competitive in the future. Because of the number of citizens for whom English is a second language, it will be important that more enrolled students have access to ESL programs. ESL courses for speakers of Spanish and for speakers of Asian languages will be particularly needed. Federal welfare reform will dramatically increase the need for education and training for many welfare recipients. Finally, families living in poverty, disenfranchised and disconnected youth, and others at risk of failure in school and in society must be reached. Moreover, services to them must be strengthened to maximize their chances for successful education and training.

None of these program goals can be reached without continuing attention to the barriers that prevent education and training, including inadequate transportation, unaffordable child care, insufficient financial aid, and personal and social problems such as dysfunctional families and alcohol and drug abuse.

Important Next Steps

A series of important steps must be taken if these opportunities are to be successfully addressed.

❒ Collaboration and Partnership

Community colleges must be full partners in the Council of Presidents and their priority needs must be addressed by the Greater Portland Trust in Higher Education. It will be especially important to implement programs that link students so they can transfer smoothly from high schools to community colleges and then to Portland State University or other institutions. These institutions must function as if they were of a common academic fabric. Currently, Portland State University and five community colleges have established a committee that is working towards this goal.

There are many interactions between community colleges, the K-12 system, and other colleges and universities. Interaction between community colleges and private business and industry is also

critical to get the best use of vocational education, skills training, and the use of private sector equipment, facilities, and instructors for on-the-job training.

❒ Funding Issues

The most significant financing issues for community colleges, excluding Measure 5's limitation of their tax bases, include the following:

- ❒ Enrollment caps of the State System of Higher Education present major challenges to the community colleges. If the Oregon Legislature continues to underfund state colleges and universities, added pressures will be created for community colleges to provide the first two years of college courses and to meet other needs. This will require consideration of state funding for community college programs to meet added demand for public undergraduate education.

- ❒ The State Need Grant Program, an income tested scholarship grant program, is now funded at only 13 percent of the average economic need for full-time undergraduate students in Oregon. Currently, it does not serve part-time students and therefore does not serve enough community college students.

- ❒ Currently there is no overall long-range capital plan for academic development in Greater Portland and no systematic way of sharing facilities. For example, shared facilities downtown between Portland State University and the community colleges may be an economical way to serve more students in more locations. Such joint facilities will not, however, substitute for libraries and other facilities needed on community college campuses.

- ❒ Community colleges have been able to define specializations within the Greater Portland region in some fields. In the future a region-wide Job Opportunity Board, which would include the four community colleges and various employers, should be considered to design specialized and integrated programs for employment training in the Portland area. It would work cooperatively with the Oregon Progress Board and the programs established under the "Workforce 2000 Act."

VII. Encouraging Participation in Postsecondary Education

The Empowerment of Education

As outlined in Chapter I, our nation's democratic society and enterprising economy are grounded fundamentally in educated citizens. Educated citizens are better able to secure employment, support their families, and participate in all aspects of community life. Hard realities also require Oregonians to insure that each person has every opportunity for an education. Education is essential to avoiding expensive crime and welfare costs.

The Afterword of this report, "Real People Need Real Solutions," outlines how the proposals contained in this plan can encourage increased participation in postsecondary education. Many people can benefit, including high school dropouts, welfare recipients, would-be entrepreneurs, displaced timber workers, and undergraduate and graduate students.

Investment and participation in education benefit individuals, families, and communities more than any other activities. Education will be even more important in the next two decades when the average American is projected to switch careers four times and work for 10 different employers over a lifetime. In the Commission's work, SRI International and the Commission found:

- The average prisoner in the Oregon corrections system has completed only the 10th grade compared to the average Oregonian, who has almost 13 years of schooling. It costs taxpayers over $15,732 per year to pay the costs of incarceration for one prisoner.
- High school dropouts are nearly twice as likely to be unemployed as high school graduates, three times more likely than those who have attended college, and five times more likely than college graduates.
- In 1987, college graduates earned 55 percent more than high school graduates and 72 percent more than high school dropouts. An undergraduate four-year college degree could account for, in current dollars, an average of $700,000 in added individual lifetime earnings. At every level of educational attainment, however, minorities earn less than white Americans. The implication of this is that those responsible for hiring and

promotion must be aware of the relationship between opportunities in the workplace and minority aspirations.

- Only individuals with at least one year of college earned more in 1987 than they did in 1980, when salaries are adjusted for inflation. Workers with five years or more of college had the best gains.

- The Rand Corporation found that economic progress of African-American citizens since the Civil War corresponds closely to educational attainments of African-Americans. But African-Americans and other minorities with few exceptions (notably Chinese and Japanese) still lag behind comparably educated white Americans.

- Individuals with only a high school diploma are not likely to get on-the-job training; those who have some level of college education have a 50 percent greater chance of securing such training.

- A study of the GI Bill found that every dollar invested returned from $5 to $12.50 to the federal treasury. In addition, SRI has found that every dollar invested in remedial education returns $6 in ensuing benefits to the taxpayers.

Participation in Education Begins Before Birth and Continues Throughout Life

The educational process includes several important steps. How well families, local organizations, and society support individuals through these steps can determine their success as citizens and employees. These critical steps of education are being addressed in some exciting ways in Greater Portland. A few illustrations include:

- ❒ Prenatal and early childhood health care and adequate nutrition can prevent low-birth-weight babies and give children a good start in life.

  - Oregon Health Sciences University provides 6,000 patients with perinatal health care through 22 satellite clinics throughout the state and metropolitan area. Yet this only begins to address these needs.

- ❒ A safe, caring, and stimulating home environment and neighborhood can help children become ready to learn.

  - Mt. Hood, Clackamas, and Portland Community Colleges have several programs to assist welfare recipients and displaced workers with counseling, career planning, job training and placement, and other services.

  - Community college and Portland State University parent education programs and work and family seminars assist families in gaining the skills to provide a nurturing environment for children.

  - Portland State University is evaluating service to 500 homeless people through the Portland Impact Family Resource Center, concentrating on permanent housing, reliable income, family functioning, and accessible social support.

- About 30 University of Portland volunteers staff a homeless shelter for families. In addition, students at Warner Pacific College participate in managing and staffing in the Bethlehem Inn.

- Portland State University's Regional Research Institute provides research and designs programs serving 25,000 people annually. The Institute seeks to improve services to children with mental and emotional disorders throughout the country.

❒ High quality child care can help children learn basic cognitive and social skills in a safe environment.

- Community college and other child care resource and referral programs assist families in obtaining quality, affordable, and accessible child care.

- Oregon Health Sciences University sponsors 240 children with chronic medical conditions in summer camps every year.

- Portland State University operates the Helen Gordon Child Development Center, a laboratory child care center, where 105 children receive a range of educational experiences. Portland State is also working with Mentor Graphics to establish another laboratory child care center at the Mentor Graphics headquarters.

- Pacific University provides screening and assistance to 20 children with reading problems every year. The children are tutored weekly by students at the school.

❒ The K-12 schools can help students think, create, and learn how to learn in the future. They can also prepare them for citizenship and participation in economic life as they grow older.

- The YWCA, with funding help from the Portland Public Schools, opened a school in downtown Portland for about 50 of the 500 to 800 homeless school-age students who do not attend school.

- Portland State University's School of Education and the Portland Public Schools have designed joint projects to diagnose and correct early reading problems, develop innovative mathematics programs for middle school students, and develop thinking skills in science at the high school level.

- Lewis and Clark College, Reed College, Warner Pacific College and the University of Portland have mentoring programs to provide good role models for eighth graders. Each mentor meets with a student from one to three hours per week.

- Reed Tutors! is a program that provides Reed College student volunteers the opportunity to tutor high school students, especially in math, sciences, and foreign languages.

- Clackamas Community College, in cooperation with local high schools and other local agencies, operates two alternative schools and a vocational options program currently enrolling more than 200 students between the ages of 15 and 21 who are referred by area high schools.

- The Center for Urban Research in Education at Portland State University has under way a dropout prevention program in collaboration with Marshall High School in Portland.

❒ Postsecondary education can provide students with knowledge of the liberal arts and sciences and other fields, train workers for new jobs and economic growth, and prepare them for advanced learning.

- Pacific University and Portland State University enroll 100 students every year in the Upward Bound programs, which introduce high school students to the college environment and motivate them to achieve academic success.

- Portland Community College operates a customized training program serving over 160 different companies annually. In many cases programs are offered at the company's site. Clackamas Community College offers a comparable program serving 83 companies and involving 8,439 employees.

- Portland State University's Math, Engineering, and Science Advancement Program (MESA) enrolls 500 qualified minority middle and high school students in educational enrichment programs at Portland State.

- The Portland Teachers Program, a cooperative effort of the Portland Public Schools, Portland Community College, and Portland State University encourages promising minority students to prepare for careers in education.

The Need For Focus -- No One Is in Charge

The key to the region's future is to develop a more integrated approach to encouraging participation in education, especially for those out of the mainstream. Society cannot wait for people to seek out educational opportunities. And, society must be open enough to accept non-traditional workers into the work force. We must be aggressive in promoting education as a central community goal. Education is so important that we must be assertive in reaching students early and often in order to convince them that education is essential to their lives. We must place education within the reach of everyone and make equal employment opportunities a reality.

This is a complex business. In his study, *All One System*, Harold L. Hodgkinson, a noted educator, described an educational system stretching from kindergarten to graduate school. Hodgkinson asserts that faculty and administrators must begin to understand the interdependence of the segments of this system and must make the connections among them. In another study, *Only One Client*, Hodgkinson discussed how each individual and family is served by a number of systems in addition to the educational system. Social services, health care, employment, housing, transportation, and corrections/judicial systems provide uncoordinated services that are often

duplicated, ineffectual, and confusing. The same people and families are viewed as separate "cases."

The Commission was not able to find a single organization in the metropolitan area that had as its *central* goal the coordination of educational systems with other systems to increase student access to and success in the educational process throughout the metropolitan area. Community colleges address many of these concepts with their districts. To increase participation and success in postsecondary education, the individual systems should mutually support and work with each other on a metropolitan-wide basis.

A Community Education Focus

In order to assure future coordination of the services outlined above, the Commission recommends that the Greater Portland Trust in Higher Education and the Council of Presidents promote the creation of a Portland Educational Network (PEN) to encourage increased access to, participation in, and success of students in the educational process. The Network would do this by developing productive approaches to reach and assist students of all ages, especially those who are economically and or socially lagging behind or out of the mainstream. A significant percentage of the Greater Portland Trust's funding and advocacy should be devoted to the projects and programs developed by the Network.

The Portland Educational Network should include representatives of superintendents of a number of K-12 systems in Greater Portland; representatives of the presidents of Clackamas, Clark, Mount Hood, and Portland Community Colleges; the president of Portland State University; a designated representative of the independent colleges and universities selected by the Oregon Independent Colleges Association; the executive director of the Metropolitan United Way; a representative of the Metropolitan Human Rights Commission; a community member recommended by the neighborhood associations; and a representative of social service organizations. Additional members could be added by the Network to address special needs that may emerge.

An Initial Program To Promote Access and Participation

The Portland Educational Network should start as soon as possible. The Commission cannot at this time suggest priorities for the Network but has identified a number of important projects and programs that could be developed and advanced.

- Community Colleges — Full recognition and increased funding is necessary to support the roles of community colleges in meeting the needs for adult education, work force training, and the first two years of college linked to other colleges and universities. Especially promising areas include expanding on the concept of adult education to promote GEDs, employer involved initiatives (such as the Oregon Metals Initiative), and 2+2+2 programs linking study in high school, community college, and university programs.

- Financial Aid — Financial aid is critical to increasing participation in postsecondary education. The Commission supports expansion of the State Need Grant Program to make more aid available to the lowest income students, ethnic minorities, and part-time students. At the community level, the Commission recommends that the "I Have a Dream Initiative" in the Martin Luther King, Jr. Elementary School and similar programs be examined by the Greater Portland Trust in Higher Education for possible expansion to other schools in Greater Portland. It currently promises at least $1,000 per year for tuition for students when they go to college. The Initiative appears to enhance the incentives for better performance by both students and teachers.

- Child Care —Initiatives could be undertaken to strengthen the availability, affordability, and quality of child care for students who attend classes. Each campus should promote child care as a high priority. An academic and employer partnership could develop and expand safe and affordable child care that provides education, counseling, and other services to children as part of the academic program of the schools involved.

- Counseling —The strong, ongoing relationship among counselors in the K-12 system and the postsecondary system is critical in motivating and helping many younger students to attend college. A demonstration project, a new "Educational Ladder Team" should be formed linking preschool, elementary, middle, high school, and college guidance counselors with Greater Portland colleges to keep track of and assist every student starting from the earliest years.

- School dropouts —A community wide campaign could be undertaken to identify and tailor-make strategies to assist individuals and families aimed at increasing high school graduation rates and successful higher education or employment.

- High risk students —The Star Program of the Portland Public Schools could be expanded with the help of community and academic volunteers to provide community support for every school-age student in the "at risk" categories. This assistance could be defined by the local school with all institutions contributing to a personalized plan of assistance and counseling designed to meet individual and family needs.

- Adult Learning —New cooperative adult learning centers could be developed and managed at the community colleges, at Portland State University, and at other locations in the region to serve the particular needs for joint community college-

Portland State University programs. This concept could include shared facilities, programs, and faculties between Portland State and the community colleges.

- Cooperative curriculum design — In order to promote access to higher education, the faculties of Portland State University and the region's community colleges, private colleges, and high schools should work cooperatively to design a common curriculum in core disciplines.

- Common student database — To facilitate student monitoring and support, a common database should be established for the region. This database would include students in high schools, community colleges, private colleges and universities, and Portland State University. This may require modification of the *Oregon Administrative Rules* on this subject.

VIII. Programs to Address Greater Portland's Needs

Program Strength Through Collaboration

The postsecondary institutions of Greater Portland must share a common academic agenda that addresses regional needs. To have a common and relevant academic agenda, two criteria must be met. First, academic programs must be developed and reoriented to serve the needs of the metropolitan area. Second, academic program development must be increasingly collaborative and interdisciplinary in more and more fields during the coming decades. Academic programs focused on regional needs provide the best opportunity for developing political and financial support of higher education in Greater Portland and the state.

Graduate and Professional Programs Must Be a High Priority

Further development of graduate and professional programs focused on Greater Portland's needs should be a high priority for the State System of Higher Education working with Portland State University, Oregon Health Sciences University, the University of Oregon, and Oregon State University. Additional programs should be expanded at the Oregon Graduate Institute of Science & Technology, Northwestern School of Law of Lewis and Clark College, and at other appropriate institutions. Cooperation among all of these institutions in developing quality graduate and professional programs should be a high priority for all parties. If allowed to languish at their present levels, inadequate graduate education and low federal R&D funding will place Greater Portland at a severe and growing disadvantage in the future.

Too many local firms are already looking to institutions in other states for academic research and education because such programs are not available or of sufficient quality here. The Oregon Business Council found in a statewide survey that, while research is deemed of real value to Oregon's agriculture and forest products industries, research activities for other industries is not regarded as important.

Businesses for whom such support is critical are avoiding Oregon as a location of choice or are seeking academic support elsewhere. In just the past five years, Oregon has lost important opportunities to attract top corporate R&D or state-of-the-art manufacturing facilities because they did not find adequate support or programs available in graduate education in Greater Portland. Among those who considered this region and chose to locate elsewhere are US West Advanced Technologies, Sematech, and Applied Materials. These firms could have contributed hundreds of top scientists to our economy and provided many job opportunities for our citizens.

The conclusion is unmistakable: graduate and professional programs of high quality and relevance are of paramount importance to the region's long-term economic health. A number of the needed graduate programs and other projects are described below.

Priority Projects and Programs

Among the many suggestions it received, the Commission selected several high priority projects and programs as outlined in the "Summary of Recommendations" section, including the joint regional research library, Oregon Joint Schools of Engineering, Center for Community Service, Portland Educational Network, Joint Center for the Urban Environment, International Education, and Graduate Professional Education. These programs and projects should be considered priorities for development by the Greater Portland Trust in Higher Education, the Council of Presidents, the State Board of Higher Education, and the institutions of the region. Further priorities should be set by the Trust and others based on the following criteria: regional and community need, potential for diversified funding, degree of collaboration among institutions, extent of community involvement, impact on the community, and potential for success.

Joint Program and Project Approaches

As the Commission considered various ideas and suggestions, the concept of joint applied research centers emerged as a viable approach for developing integrated academic programs. Such centers are analogous to the experiment stations in the model of the land grant university. Some common elements of these approaches include:

- Joint advisory councils that encompass appropriate institutions serving Portland and involve concerned community leaders

- A research orientation to community service programs that address regional needs and use the metropolitan region as a "living laboratory" for the development and application of knowledge
- Academic degree programs supported through interinstitutional agreements and shared faculty
- Academic work of the highest quality
- Both traditional and new approaches that include diverse funding sources.

The following programs and projects represent some of the important suggestions received by the Commission for new or refocused academic programs and projects. Suggestions are organized under headings based on the provisions of the Executive Order establishing the Commission. Table 2 summarizes the suggestions, indicating whether they include joint applied research centers, graduate or undergraduate programs, or community service projects.

Assertively Promote Participation in Education

- **Access Initiatives.** The Greater Portland Trust in Higher Education, working with the Council of Presidents, should establish a Portland Education Network, as discussed in Chapter VII, to promote increased participation in the educational process at all levels. Academic institutions, private industry, the K-12 system, and other organizations in the region should be recruited to form partnerships with the Trust and the Council of Presidents. Initiatives could address financial aid issues, child care, counseling, drop-outs' problems, high risk students, adult learning, cooperative curriculum design, and a common student database. A number of other academic programs to prepare people to participate successfully in the educational process.
- A continuum of care and education for families — The Center for Portland's Children and the Regional Research Institute
- Adequate health care — Oregon Health Sciences University, the Center for Health Policy and Management, and The Center for Portland's Children
- Successful early childhood development — Oregon Health Sciences University, the Center for Portland's Children, and the Center for Urban Research and Education
- Successful participation in primary and secondary education — The Center for Urban Research and Education and the Center for Portland's Children
- Successful participation in postsecondary education — The Greater Portland Trust in Higher Education, the Council of Presidents, and institutions
- Successful employment — the Job Opportunity Board
- Coordination of concerns — Greater Portland Trust in Higher Education and the Council of Presidents.

Table 2
Summary of Suggested Programs and Projects

Goal and Activity	Joint Centers	Academic Prog UG	Academic Prog Grad	Comm Service Project(s)
Promote Participation in Education				
Portland Education Network	n *			x
Serve State and Regional Needs				
Center for Community Service	n e*		x	x
Metropolitan Studies Center	n			x
Center for Forensic Science	n e		x	x
Promote Creative Societal Problem Solving				
Joint Center for Health Policy and Management	n e		x	x
Joint Center for Social Research	e		x	x
Joint Centers for Aging and Gerontology	e			x
Center for Portland's Children	n			x
Promote an Exceptional Urban Environment				
Joint Center for the Urban Environment	n	x	x	x
Joint Environmental Sciences Program	n	x	x	x
Support Business and Nurture Entrepreneurship				
Entrepreneurship Support Network	n e	x	x	x
Professional Schools	n e	x	x	x
Journalism and Related Programs	n e	x	x	x
Business and Economic Research	n e		x	x
Improve Science and Technology Education				
Joint Graduate Schools of Engineering	n e		x	
Oregon Center for Advanced Tech. Educ.	e		x	
Oregon Advanced Computing Institute	e		x	
Improve the Quality of Teaching				
Center for Urban Res. in Education	e	x	x	x
Improve Programs for Working Adults				
Job Opportunity Board	n e			x
The Open University	n e	x	x	
Promote Global Thinking and Relationships				
International Education Network	n e			
Grad. School of International Management	n e		x	x
Foster Artistic and Cultural Vitality				
Regional Research Library	e			
Joint Center for Community Management	n e			
Program of Performance	n e	x		
Music Conservatory	n	x	x	
Visual Arts	n	x	x	

° n = new program or project * e= built around existing program or center

Become a Strong Partner Serving State and Regional Needs

- **Center for Community Service.** This organization is proposed as a centerpiece of the urban grant university to coordinate services to the communities of the region based on identified needs. The center would, for example, mobilize academic resources (students and faculties), oversee plans for the development of the downtown university district, conduct social problem research, supply volunteers to public schools, and help develop programs to assist the homeless. The Center for Community Service would be the metropolitan equivalent of the extension service of the land grant university.

  The center would serve as an umbrella organization for a number of PSU-based and coordinated institutes and research programs serving Greater Portland, including the Regional Research Institute, Center for Urban Research in Education, Institute on Aging, Center for Urban Studies, Center for Population Research and Census, and a variety of new institutes or centers proposed here. It would also serve as a platform for involving faculties and students from other institutions such as the Oregon State University Cooperative Extension Program.

- **Metropolitan Studies Center.** This would be a joint local government center to coordinate services to the government agencies of Greater Portland. A joint local government, academic, and community-based board of directors would identify needs for projects and programs as well as the academic resources available to address such needs.

  Portland State University and other institutions currently support local governments in a variety of fields. This center would systematize the work and involve other institutions.

- **Center for Forensic Science.** A center should be established to link up regional law enforcement agencies and academic programs. This linkage could create a high-quality academic program in forensic science that will serve the growing need for qualified personnel in the field.

  Faculty from Portland State University's anthropology and administration of justice departments have long participated in Oregon Health Sciences University's course offerings in pathology. A forensic science program involving local law enforcement, health, criminal justice, science and engineering, and academic resources of the region has potential for addressing a major need.

Promote Creative Societal Problem Solving

- **Joint Center for Health Policy and Management.** This would be a joint academic program and joint center to develop national, state, and local policy and management practices to meet the medical needs of the 21st century. New programs would be developed in health care policy and management in fields such as rural health care, medical ethics, public health education, hospital management, and many other fields.

  There are strong programs and resources on which to build at Oregon Health Sciences University, Portland State University, and elsewhere. Portland Community College, Kaiser Permanente's Center for Health Research, Pacific University, the University of Portland, Linfield College, and others have nursing and medical specialty programs that can be included.

- **Joint Center for Social Research.** The well-developed Regional Research Institute for Human Services at Portland State University would focus more attention on social issues facing the metropolitan region in cooperation with other institutions.

  The Ph.D. in Social Work and Social Research would be funded by the state to support the work of the center. A strong Regional Research Institute is currently substantially funded by the federal government. Portland State University should consider reorganizing other social science research centers at Portland State University to integrate a variety of resources in one strong social research institute with participation from other colleges and universities and state and local governments.

- **Joint Centers for Aging and Gerontology.** This new joint center would promote advanced community-based medical and social services to aging Oregonians. Advanced degree programs would be developed. This program would build on existing programs at Portland State University, Oregon Health Sciences University, Oregon State University, and other institutions in the region that have close links to hospitals, research scientists, and older individuals and their families.

- **Center for Portland's Children.** This joint center would systematically address risks that threaten the children of Oregon, such as poverty, drug abuse, crime, poor health care, and family dysfunction. This program would be jointly designed by Portland State University's Graduate School of Social Work and School of Education, Oregon Health Sciences University, Oregon State University, other area colleges and universities, social science departments, the United Way, state and local social service agencies, and the K-12 systems.

Promote an Exceptional Urban Environment

- **Joint Center for the Urban Environment.** Portland would build on its reputation and lead the nation in innovative programs designed to address urban environmental management as a whole. Disciplines such as the environmental and life sciences, city planning, urban design, architecture, geography, and many others should be involved. Institutions of higher education would work together with local governments and industries to develop a plan to improve the urban environment. For example, a model system of metropolitan natural areas and parklands could be developed. This center and associated academic programs would be designed to become a national model and an international resource.

  Resources for this program exist at Portland State University, at the Portland Development Commission and other city agencies, the School of Urban and Public Affairs and other departments, and in the environmental sciences and resources Ph.D. program. Additional resources include the Oregon School of Architecture + Design, the University of Oregon School of Architecture, the Oregon Graduate Institute of Science & Technology environmental sciences and engineering program, and local planning and parks departments.

- **Joint Environmental Sciences Program.** This program and associated academic programs would develop integrated research and graduate education in the fields of environmental sciences and resources.

  Resources for this program currently exist in Oregon Health Sciences University's Center for Research for Occupational Safety and Environmental Toxicology, Portland State University's Ph.D. program in environmental sciences and resources, Oregon Graduate Institute of Science & Technology's industrial and applied research in environmental science and engineering,

community college programs in hazardous waste materials training, the environmental law program at Northwestern School of Law of Lewis and Clark College, and at the University of Oregon. Close cooperation with Oregon State University and other programs will be critical. Strengthening these efforts through a joint program could result in major funding and program development opportunities working with local and national corporations.

Support Existing Business and Nurture Entrepreneurship

- **Professional Schools.** Special attention should be given to the collaborative development of national quality professional schools and programs in fields such as architecture, business, education, health, journalism, law, social work, urban and public affairs, and others. The Council of Presidents, Portland State University, and the State Board of Higher Education would develop expanded and improved programs in these and related fields.

- **Entrepreneurship Support Network.** A collaborative program to provide technical assistance and training to entrepreneurs and managers of small businesses could be formed from the diverse efforts currently under way in the metropolitan region. A new program could be developed in the field of entrepreneurial studies, and other programs could be considered.

  Programs such as the Small Business Development Centers at the community colleges, the Advanced Science & Technology Institute (ASTI) located at the University of Oregon, the Oregon Productivity and Technology Center at Oregon State University, the Oregon Resources Technology and Development Corporation, Marylhurst College, the Portland Development Commission, private venture capitalists, and others should be included.

- **Journalism and Related Programs.** Greater Portland is Oregon's center for journalism, advertising, marketing, public relations, and related fields with over 50 percent of the state employment in these industries. In addition, Portland is a major center for publishing, one of the fastest growing industries in the state. Yet there are no overall continuing education, undergraduate, or graduate programs in these fields available in the area.

  Portland State University, the University of Oregon, and other organizations could design a program to address the needs of these professions for undergraduate and graduate programs and continuing education. Business professionals, art and design schools, communications and journalism departments, the business schools, and liberal arts departments including English, political science, and history should be involved. The program at the University of Southern California should be studied for its possible application to the needs of Greater Portland.

- **Program in Business and Economic Research.** A regional business research center could be formed to undertake regional research to address the needs of the business community and design a Ph.D. in business with a specialization in international business and other fields. As part of this program, emphasis should be placed on building relationships with local companies to assist in their development.

  Portland State University and others offer a masters of business administration, a masters of tax, a systems science Ph.D. in business, and a B.A. in international studies. The University of Oregon offers a Ph.D. in business. Lewis and Clark College has well developed international studies and international law programs, and there are many other possible contributors. These programs could be used to create a new Ph.D. in business in Portland.

Improve Science and Technology Education

- **The Oregon Joint Graduate Schools of Engineering.** It is clear from national comparisons, recommendations of industry, and many state and local studies that Oregon's and Greater Portland's academic resources in engineering are substantially underdeveloped. This severely limits our competitiveness and ability to develop a more value-added and diversified economy. Governor Neil Goldschmidt was particulary aware of this need and initiated a process involving the Oregon State Board of Higher Education, industry, and the Commission to address this challenge.

  On July 18, 1990, the State Board of Higher Education adopted a plan to create the Oregon Joint Graduate Schools of Engineering. At a public forum on the plan, held by the Commission on August 23, 1990, a number of recommendations were made for improving the plan. Then a panel of community leaders worked with the Chancellor and the State Board of Higher Education to refine the plan. Following these activities, the Chancellor presented a summary of the proposal to the Commission at its November 9, 1990 meeting.

  The open process followed by the Chancellor and the Commission, utilizing the expertise of industry, the engineering disciplines, community and academic leaders, can serve as a model for developing other important and complex plans for academic development in the future.

  The overall goal of this proposal is to advance the joint engineering program in Oregon to the top 15 percent of engineering schools in 15 years. Based on the Chancellor's presentation and discussion with commissioners, the following major components of the plan should be included:

  - The Oregon Joint Graduate Schools of Engineering should be established to coordinate and integrate the engineering graduate programs of Oregon State University, Portland State University, the University of Oregon, and the Oregon Graduate Institute of Science & Technology. Policy formulation would be carried out by an Engineering Council under the authority of the Oregon State Board of Higher Education and the Board of Trustees of the Oregon Graduate Institute of Science & Technology. The council would consist of the presidents of the four participating institutions, four citizens (representing the engineering industries and disciplines), and a chair.

  - The Joint Schools should have an executive director responsible for policy to the council, the Chancellor, and the Oregon State Board of Higher Education and the Board of Trustees of the Oregon Graduate Institute of Science & Technology. The executive director, deans of participating schools, advisors, and specialists should develop approaches to integrate and coordinate academic programs.

  - The Joint Schools should receive state support within the budget of the Oregon State System of Higher Education and should seek external funds to the maximum extent feasible.

  - An Oregon Engineering Center should be established in the Portland area as part of a major expansion of capacity to meet state and metropolitan needs. As envisioned, the Center would be built in four phases. The first would address high technology needs. The second, would address the needs for facilities at the Portland State University School of Engineering. The third, and fourth stages would address some combination of capacities in mechanical and civil engineering and in biological and environmental engineering.

- Capital costs for facilities over 10-15 years should be approximately $100 million with an annual operating cost contribution from the state declining from 8 to 5 percent over the 10-15 year development period.

- It is assumed that the high technology center would either be located near Portland State University or in Washington County near the the Oregon Graduate Institute of Science & Technology. The next three components, it is assumed, would be located within easy access to Portland State University and Oregon Health Sciences University. These decisions should be made by the Engineering Council.

The Commission supports development of the Oregon Joint Graduate Schools as outlined above. It will be critical for the Joint Schools to initiate planning for all four major program initiatives outlined above in order to consider the ramifications of early steps within a comprehensive plan.

Improve the Quality of Teaching

- **Center for Urban Research in Education (CURE).** This joint center of Portland State University, Portland Community College, and the Portland Public Schools could expand its mission to include more active involvement in research by K-12 practitioners, the development of model multicultural curricula and environments, more emphasis on training and technical assistance to schools for improving teaching, and the design of procedures to measure outcomes of the educational process.

  Regional resources include the K-12 system, the Northwest Regional Educational Laboratory, corporations that sponsor innovative school and teacher improvements, programs for the education of teachers throughout the metropolitan region, and other established teacher and community groups.

Improve Programs for Working Adults

- **Job Opportunity Board (JOB).** This would be a joint employers' council and academic center in the region to coordinate job training programs and develop effective education and work force training strategies to meet the needs for a changing economy. The board would design a series of innovative demonstration programs in employment and training, linking resources outlined here. It would work closely with the programs established in the "Workforce 2000 Act."

  A Portland Area Vocational Technical Education Consortium already exists which assists advanced K-12 students in transferring to college level work in vocational education. Labor unions, social service agencies, the Oregon Progress Board, the Oregon Business Council, the Portland Metropolitan Chamber of Commerce, the Job Training Partnership Act sponsors, and the Oregon Economic Development Department could all contribute to this program.

- **The Open University.** Portland State University, the community colleges, the K-12 system, the State Board of Higher Education, and other institutions should aggressively develop a more integrated and comprehensive approach to continuing education. This plan should include mechanisms for defining needs, identifying available resources, organizing a coordinated program, and using a common set of catalogues organized by subjects for continuing education in the region. Ideally, each institution would offer specialized services in depth rather than competing for students with the same subject offerings.

Promote Global Thinking and Relationships

- **Greater Portland International Education Network.** The Center for Urban Research in Education could be expanded to include the Greater Portland International Education Network. This would be a cooperative program of universities, colleges, community colleges, and non-profit organizations to pool resources to assist teachers in advancing their skills to teach for global competence. New programs would be developed to emphasize international education and specialities within disciplines. The network would assist institutions to do collectively what no one can do alone.

  The State Department of Education and K-12 system curriculum planners should be involved. Current resources are available in the Schools of Education and Liberal Arts, and the Math Learning Center and Curriculum Development Lab at Portland State University, as well as from Oregon State University, the University of Oregon, and many international organizations such as the World Affairs Council and the Japan Society. A model program in Eugene uses international college students to teach in the public schools.

- **Graduate School of International Management.** This would be a cooperative program among postsecondary institutions to develop new masters and doctoral programs in international management.

  Current academic resources are dispersed among a number of institutions including Portland State University, the University of Portland, Lewis and Clark College, Reed College, the University of Oregon, and Oregon State University.

Foster Artistic and Cultural Vitality

- **Regional Research Library.** Portland is one of two major metropolitan areas in the nation without a major research library. Such a facility, shared by a number of institutions, would serve as an important source for academic research in the region. Current resources include the Portland State University library as the major academic library of the region, the libraries of other colleges and universities, and the Multnomah, Clackamas and Washington county library systems. Professional librarians are already working together in a variety of ways and have prepared a strategic plan for developing a cooperative research library.

- **Joint Center for Community Management.** This joint center and program would provide advanced continuing education programs for managers in the arts and other cultural non-profit organizations in Greater Portland. New specialities in business and public administration could be developed for non-profit managers. This is especially important because of the high number of non-profit and community based organizations in the Portland region.

  Current resources are dispersed in a variety of institutions: Portland State University's School of Business and public administration programs, Lewis and Clark College's public administration program, Concordia College's program for non-profit management, and community based organizations.

- **Program of Performance.** This joint academic program would advance the frontiers of performance education and practice through the integration of dance, theater, music performance, public reading, painting, sculpture, costume design, set design, and make-up. A new integrated degree in performance would be developed. Graduate programs in the fine and performing arts would be developed as undergraduate programs obtain adequate support.

Current resources include the academic programs in the fine and performing arts, other academic programs, community cultural and arts organizations, and individual artists in Greater Portland.

- **Music Conservatory.** This joint interinstitutional center and program could include music study, practice, performance, and composition presenting an integrated calendar of performances to the region. The program could draw on the resources of the Oregon Symphony, the academic departments of music in the region, the Youth Philharmonic, the Portland Baroque Orchestra, and many other community and academic resources.

- **Visual Arts.** Because of the extensive resources in the visual and media arts in the region, there may be a potential for the creation of new cooperative academic relationships among the Oregon Art Institute, Portland State University, Lewis and Clark College, Reed College, the community colleges, and other institutions to develop a common plan for joint development of the visual arts and practice in the region.

IX. Community Guidance and Support

A number of factors could make Greater Portland's postsecondary program as comprehensive and as promising as any in the nation. These include:

- A wide array of 31 postsecondary institutions in Greater Portland including public colleges and universities, private colleges and universities, and community colleges
- A Council of Presidents as a coordinating organization for the region's postsecondary education institutions
- Portland State University as an urban grant institution with many interinstitutional programs and projects and significant community involvement
- Community education organizations such as the Oregon Historical Society and the Oregon Museum of Science and Industry
- Community-oriented projects, programs, and joint centers to draw the best talent available to address high priority regional needs.

An Advocacy and Funding Organization: The Greater Portland Trust in Higher Education

The Portland area represents a more complex mix of postsecondary education than exists in many other regions in the United States. Promoting the greater integration of its postsecondary education programs to address current and emerging needs requires the creation of a new regional advocacy and funding organization. The proposed organization, the Greater Portland Trust in Higher Education (GPT), would be a private non-profit corporation. The Trust would identify metropolitan needs and promote interinstitutional collaborative projects and programs to address those needs. The major functions of the Trust, summarized here, would include:

❒ **Greater Portland Representation**

One of the Trust's primary responsibilities would be to represent a broad range of regional interests in stimulating the development of the various elements of postsecondary education in the region. The Trust would be an advocate for improving the quality of, participation in, and scope of postsecondary education in Greater Portland. Such advocacy would involve developing

community support for programs and projects, working with funding sources to secure financing, and working with colleges and universities to achieve program success.

- **Strategic Planning and Needs Analysis**

The Trust, using the report of the Governor's Commission on Higher Education in the Portland Metropolitan Area as a guide, would continue to plan and identify regional needs for interinstitutional academic development in the metropolitan region.

- **Interinstitutional Programs and Projects**

One of the Trust's principal tasks would be to support enhanced *interinstitutional* academic programs and projects. The Trust would consider proposals prepared by the Council of Presidents and assist in the development of joint projects and programs that would provide the greatest benefit to the metropolitan area.

- **Coordination with Academic Institutions**

The Trust would work closely with the Council of Presidents, other institutions serving Greater Portland, and community representatives to bring together the best educational resources to serve the needs of the metropolitan area.

- **Fundraising and Giving**

The Trust would be both a fundraising and a grantmaking organization for interinstitutional and collaborative efforts. As a fundraising organization, it would identify sources of funds for collaborative interinstitutional programs and projects and support applications for funding to federal agencies, private foundations, corporations, and other sources. It could also develop a corpus of capital to invest and spend. As a grantmaking organization, it would encourage interinstitutional programs and select projects for funding.

Organization of the Trust

Because the Trust must serve as a link between a metropolitan constituency and a range of postsecondary organizations, its board must be composed of representatives who have an understanding of and influence within these constituencies and organizations. Accordingly, its membership should be composed of leaders from the local communities, board members of academic institutions and foundations, representatives of community based social and cultural organizations, and members of the business community. In addition, the board should include members nominated by the governor and the State Board of Higher Education.

Besides a representative board, the Trust should have an active chairman, a president, and a small staff. The Trust should be organized as a private non-profit corporation and be recognized by state and local governments. It would work closely with the Council of Presidents.

One of the Trust's first activities should be the preparation of a business plan covering community involvement, coordination with academic institutions, program and project priorities, administrative coordination, and fundraising.

Funding through the State Board of Higher Education

The State Board of Higher Education would work closely with the Trust to leverage new sources of funds to support programs in Greater Portland. In order for the Trust's budget recommendations to be considered for State System funding, the Trust would use the budget process specified by the president of Portland State University and president of Oregon Health Sciences University, as appropriate. The Trust would seek grants and contracts for research and development funding following normal agency channels.

Limits on the Trust Funding Strategy

The Commission believes that new financial resources for postsecondary education in Greater Portland can be enhanced through joint academic programs and projects. Major regional and national foundations would be attracted to strong programs involving the best talent in the region. Local, regional, state, and federal agencies, as well as corporations in Greater Portland, could contract more with regional institutions for service if the institutions are in a position to meet their particular needs.

A region-wide strategy to finance higher education could be perceived as competing with the interests of individual schools if this approach were to capture funds that traditionally went to individual schools. This is not likely to happen because the projects the Trust would choose to advance would be limited to projects that are interinstitutional in nature. These projects would not rely on a traditional rationale for financing or traditional funding sources. In order to avoid raising funds in a way that would be detrimental to individual institutions, proposals would emphasize the collaborative nature of the program rather than the involvement of any particular institutions.

X. A Diverse Funding Strategy

Greater Portland Must Invest in Postsecondary Education

Greater Portland and the state of Oregon must increase their investment in postsecondary education to meet the growing needs of the metropolitan region. With the passage of Measure 5, this challenge will be greater, but no less important, in the future. The Commission's plan, based on academic collaboration and diversified funding, is as attractive now as it would have been without the passage of Measure 5. And urgent action is needed if the state and Greater Portland are not to fall even further behind.

Compared to other regions of the United States, some of Greater Portland's higher educational resources are not competitive, particularly under the historical "stand-alone" nature of the individual institutions. Although behind now, the region can catch up and excel in the future. To do so requires funding and, more important, the will and discipline necessary to conceive and follow a plan. In almost every state the Commission examined, including California and Washington, academic excellence has evolved from an explicit plan. The test for Greater Portland and for Oregon will be the systematic expansion of a diverse funding base following a carefully developed plan. The Commission believes that a concerted effort must be made over the next few years to increase the funding for postsecondary education from a variety of sources for important joint programs and projects.

Joint program development necessitates integrating existing academic resources while promoting specific new initiatives for funding. Further, it builds on existing institutions while promoting the creation of more flexible and interdependent Greater Portland programs. It assumes that there can be more efficient use of existing public and private funds to focus existing resources and increase their productivity. It also assumes that postsecondary education will be viewed as an investment in the future of the social and economic health of the region by students, faculty, and citizens and that these stakeholders have a right and an obligation to share in the "investment decision-making process." The passage of Measure 5 argues even more strongly for the collaborative approaches recommended in this report.

A Diverse Funding Base Can Serve Greater Portland's Needs

Where does the money come from?

Table 3

Total 1989-90 Revenue for Postsecondary Education in the Portland Metropolitan Area

	Dollars in millions	%of total	% w/o Hosp Rev
• University Hospital revenues	153	23	--
• Tuition and fees	143	22	28
• State appropriations to colleges and universities	101	15	20
• Grants and contracts	81	12	16
• Local appropriations	43	6.5	9
• University enterprises such as parking fees	43	6.5	9
• Private gifts	37	6	7
• Other	58	9	11
• Total	$659	100%	100%

Source: Oregon State Office of Educational Policy and Planning

Diverse funding will obviously require a diverse funding strategy. The Greater Portland Trust in Higher Education, the Council of Presidents, and the urban grant university must work together to develop a funding strategy that produces new funds for new and refashioned programs and projects and minimizes any negative impacts relative to current funding sources presently relied on by particular institutions.

Yet no matter how creative and successful regional academic development is, it will, by necessity, be built on a foundation of state and local funding. With an adequate level of state or local support, it is possible to leverage such support by seeking special corporate, foundation, and other funding for new initiatives. This section of the report lays a base for that budget by discussing the overall components of a funding strategy and major financial issues.

The State of Oregon Must Invest More in Postsecondary Education

A diversified and collaborative approach to funding can go only so far. New joint funding approaches must be built on a foundation of state commitment. Over the past two years, Oregon

has increased higher education funding compared to other states. This progress must be continued in order to address the backlog of needs that have accumulated over the past 10 years.

Increased state funding for all postsecondary education must be a top priority if Oregon is to be competitive within the West Coast, the nation, and the world. Although state funding is critical to meet the needs of Greater Portland, funding will be needed for the entire system of postsecondary education, not just for institutions in Portland.

New Funding Is Possible from New Sources

The Commission believes that major new financial resources for postsecondary education in Greater Portland will emerge only if greater integration of effort is achieved around a common academic agenda. Major regional and national foundations will be attracted to strong programs involving the best talent in the region. Local, regional, state, and federal agencies, as well as corporations in Greater Portland, also could contract more with regional institutions for service if the institutions are better organized to meet their particular needs. Local governments can support specialized academic programs, contract for services, and use local bonding authority to back programs and projects that meet essential civic needs.

A Joint Program and Funding Approach

Funding on the scale required to address current and future regional needs cannot be generated by isolated efforts among the region's institutions. Many funding sources, such as federal and state agencies, major corporations, and foundations, are unwilling to finance individual institutions in the Portland region. Some funding sources believe that the region's academic programs lack sufficient depth to justify major investments.

Therefore, a central concept of the Commission's plan is the systematic, strategic use of consortia as a means of increasing program depth and funding for postsecondary education. The evidence is clear that a competitive funding advantage will be gained in joint program development.

For example, the University of Washington joined forces with UCLA to create a program in international business and management. The University of Washington contributed its expertise in Japan and Germany, and UCLA its expertise in Latin America and China. The strength of the program created by this union has led to substantial new federal funding.

Another example of funding that will require a statewide consortium is competition for a National Science Foundation Engineering Research Center and National Science Foundation Industrial-University Cooperative Research Center. These centers, of which there are 19 and 45 respectively in the nation, are selected through national competition and peer review and are insulated from the control of congressional members. Currently Oregon has no NSF center. Competing for major national centers will require that all of the relevant academic programs in Oregon, possibly in partnership with national and international institutions, work together on joint programs.

A consortium-based funding strategy will supplement individual fundraising efforts among institutions. This approach will apply only to the development of joint programs and projects in cases where regional needs cannot be addressed by any one institution.

Such a strategy should be implemented based on regional needs acknowledged in this plan and identified by the Greater Portland Trust in Higher Education and other sources. In order to do this, the Trust must work with the Council of Presidents to:

- Identify and define collaborative programs among institutions that make it possible to gain financial support. Areas of specialization should be identified and critical mass should be developed to address high priority regional needs.
- Develop a region-wide plan to attract additional funding and systematically market the plan to local, state, national, and international sources.

Major Financial Issues

During the work of the Commission, a number of financial issues were raised that are beyond the scope of the Commission's public review draft report but may be addressed further in the final report. Many of these issues have become more critical with the passage of Measure 5, limiting real property tax. Six important points include:

- Enrollment caps of the State System of Higher Education present major challenges to the community colleges and private schools in the region. In conjunction with the enrollment limits that it places on the state's four-year institutions, the State System of Higher Education must work with the community colleges and private colleges and universities to coordinate and plan with them to accommodate any dramatic enrollment increases. The Oregon Office of Education Policy and Planning should analyze these issues and present options for policy changes to the State Board of Higher Education, the State Board of

Education, and the Oregon Independent Colleges Association to consider the costs and benefits of enrollment caps to various parts of postsecondary education.

- Public college and university tuition policies should be examined. Oregon does not appear to have the resources to place a college education within the reach of every Oregonian. Tuition at artificially low levels for state colleges and universities is not necessarily a good way to improve access to and participation in higher education. Public tuition subsidies of around $5,000 per year would seem unnecessary for students and families with high incomes, particularly in light of the thousands of low- and moderate-income families who very much need student aid in order to afford college at all. In addition, with uniform public tuition rates, state colleges and universities receive a subsidy that reduces market competition in higher education and efficiency in the system. The Office of Educational Policy and Planning should analyze these issues and present options to the Education Committees of the Oregon Legislature and the State Board of Higher Education to address these issues.

- The State Need Grant Program, an income tested scholarship grant program, is now funded at only 13 percent of the average economic need for full-time undergraduate students in Oregon. Currently, it does not serve part-time or graduate students. Because of the program's potential for meeting the diverse needs of students and families, it should be considered for expansion. Investment in the Need Grant Program and student loan programs may be among the most productive investments Oregon can make because of education's direct relationship to increasing lifetime earnings of individuals and families and their abilities to contribute to the community. This issue should be examined by the Office of Educational Policy and Planning and options should be presented to the Scholarship Commission, the State Board of Higher Education, the State Board of Education, and the Education Committees of the Oregon Legislature.

- Currently the State Board of Higher Education funds academic programs and institutions partially on a current enrollment basis. This basis does not address changing demographic trends, academic development plans, or opportunities that may emerge for joint funding. This may not be a useful model for funding an interinstitutional and program-oriented urban grant university in the 21st century. The Office of Educational Policy and Planning should analyze these issues and suggest policy options to the Education Committees of the Legislature and the Board of Higher Education.

- Currently there is no overall long-range capital plan for academic development in Greater Portland and no systematic way of sharing the use of existing and new facilities. Some parties have proposed the development of a major new educational complex in Washington County or the near east side of the Willamette River. These ideas can be further examined by the Trust and state and regional leaders in the future.

- Although it is beyond the work of this Commission, the issue of the duplication and fragmentation of programs must be addressed. For example, there are 40 computer science professionals in five separate academic institutions in Oregon. There are also three law schools in Oregon. One law school has been threatened by loss of its accreditation; none is considered among the nation's best schools except in a few fields. Such fragmentation of resources suggests the need for more integration and specialization by location.

  While existing institutions continue to preserve the five computer science faculties and the three law schools, they also perpetuate obvious inefficiencies. Recently the proposal for an Oregon Joint Graduate Schools of Engineering was submitted to the Oregon State Board of Higher Education to address some of these concerns. If the academic institutions, acting with the State Board of Higher Education, the State Board of Education, local community college boards and others, can increase program specialization and quality, public confidence in colleges and universities will be raised. This in turn should lead to increased funding from public and private sources. The Office of Educational Policy and Planning should analyze these issues and suggest options for addressing them.

IMPACT ON INDIVIDUALS

Afterword:
Real People Need Real Solutions

Meeting the Real Needs of People and the Community

This chapter tries to identify a few of the situations where this plan can meet the needs of the people and the communities of the region in new and exciting ways. These case studies are illustrative and only begin to show the potential of working together.

The Welfare Recipient

"Janice," a 16 year old young woman, becomes pregnant in high school.

Today's risk -- Janice most likely drops out of high school and thereby probably ends her formal education. The K-12 system might not even know about her pregnancy until she drops out. Neither does the social service system until she applies for welfare. Assistance is available in the Portland Public Schools and in the community; but, will Janice take advantage of it?

Tomorrow's Hope -- All young people who are at risk, from grade school through college, are identified by the Portland Educational Network (PEN). PEN works with students and schools to tailor individual programs to meet the needs of these students. Through the help of PEN, Janice is counseled to stay in school. The high school refers her to a prenatal care program available through the Oregon Health Sciences University and enrolls her in the PIVOT Program at Monroe High School, which provides a variety of services to young mothers in school. Prior to and after birth, assuming the baby is of average birth weight, Janice receives nutrition and parenting counseling as well as child care at her high school through an arrangement with Portland Community College and the PSU School of Social Work. If she is having difficulty in school, she receives special tutoring by a Reed College student volunteer. Janice has displayed an interest in and an aptitude for computer-based publication design. The Job Opportunity Board has identified a future need for these services. Janice completes high school and enrolls in Portland Community College. There she is able to work part-time and receive internship credits at Willamette Week. The Private Industry Council program and the

Adult and Family Services system provide funding and assistance to facilitate her education and training. Following her graduation with an associate degree, she is employed by a small firm specializing in desktop publishing for Mentor Graphics. She is able to place her young son in the new child care center developed by Portland State University for Mentor Graphics.

The High School Dropout

"Jim" is average student and an occasional reporter for the school paper. But he is also a neighborhood gang member. He drops out of Lincoln High School in the middle of his junior year. He says he is "bored" with high school and wants to get a job.

Today' s Risk – Most likely, Jim will never return to school and will be either unemployed or underemployed for the rest of his life. From time to time, he will be in trouble with the law.

Tomorrow's Hope – Because of Jim's involvement with a neighborhood gang, the Portland Educational Network (PEN) has already identified him at risk. When he fails to show up for school, PEN is triggered to provide him intensive assistance. A community volunteer from Portland Public Schools' Star Program is dispatched to talk with his high school counselor and then with his family. In cooperation with PEN, several options exist for Jim. Since he worked on the school paper, the Center for Community Service could ask a journalist with *The Oregonian* to call on Jim and become his "mentor." His high school counselor could work with PCC and develop a program of study for him to complete his GED at the Portland Night School at Grant High School and begin studies at PCC's Cascade campus journalism program. He could obtain an Oregon Need Grant Loan to help lessen his family's financial burdens and thereby allow him to live at home, attend classes year-round, and transfer to the joint University of Oregon and Portland State University journalism program in 18 months. Through his mentor, Jim could find work with a Portland area publication. While attending PSU, Jim could become involved as a mentor for high school students.

The Displaced Timber Worker

"Jack," a high school graduate, has been employed for 20 years by a sawmill in rural Clackamas County. Suddenly, because of log shortages, the mill he works for lays him off permanently.

Today's Risk – Jack could go on unemployment, look for a menial or minimum wage jobs, and then go on welfare when his unemployment runs out. It's possible, but unlikely, that the family

has saved enough money for Jack to go to college or a trade school. Jack's situation is not addressed by the State Need Grant Program now because it does not fund part-time students. Jack's wage losses make it impossible for him to send his children to college, thereby limiting *their* future employment opportunities.

Tomorrow's Hope -- Jack's employer notifies the Job Opportunity Board of the mill's impending layoffs. Jack lives in the Clackamas Community College District, so he is sent to Clackamas Community College for basic skills and aptitude tests to identify the training he might need. Because of Jack's immediate income requirements, he needs to be placed in an on-the-job training program. The community college evaluates Jack's aptitude and the availability of job opportunities in the community. Jack's math skills are rusty and his computer skills are nonexistent, but his aptitude suggests he would do well in an available on-the-job training spot in a metals fabricating facility. Jack enrolls in math classes at Clackamas Community College. He is accepted in the new Oregon Advanced Technology Consortium Center in Wilsonville to receive training on equipment used in metal fabricating. Jack's wife is assisted by the Job Opportunity Board in finding work while Jack completes his training. Jack is able to take the family's three children to the child care center at both Clackamas Community College and the Oregon Advanced Technology Consortium Center. Together, Jack and his wife are able to earn enough to support their family during his career transition.

The Returning Student

"Melinda" grew up in Southeast Portland in a middle-class family. She was an average student in high school but wasn't sure what career to pursue. She enrolled at Mt. Hood Community College but married at the end of her first quarter and did not continue. Now, 10 years later, at the age of 29, Melinda is divorced and the mother of an eight-year old boy. She is presently employed as a secretary. She would like to go back to college and become a primary school teacher.

Today's Risk -- Melinda can't afford to quit work and go to school full-time. She is ineligible, as a part-time student, for the State Need Grant Program. She doesn't know what to do, so she stays with her present job and abandons her hopes of higher education.

Tomorrow's Hope -- Because of the changes in the Oregon Need Grant Program, Melinda is able to obtain assistance to cover her tuition costs. She is also able to receive a federal program loan

of $5,000 each year in order to cover her living expenses. This, together with a job as a teacher's aid, financed through a foundation grant to the Greater Portland Trust in Higher Education, allows her to work part-time while she is pursuing her degree. The work exposure, together with the Teacher Mentoring Program at Portland Public Schools, gives Melinda a special understanding of the teaching process. Because of the work of the Council of Presidents, her Greater Portland Student Card allows her to register at Portland State and take a variety of classes at other metro area colleges. In addition, she has free access to the new Joint Research Library Catalog through her student computer lab at Portland State. Shuttle busses and the light rail system make it possible for her to get to classes without owning a car, and her Greater Portland Student Card allows her to eat meals at any of the institutions where she is attending classes at the same cost charged to students at those institutions.

The Graduate Student

"Sheppard" is a laboratory technician at the Oregon Health Sciences University. After working there for three years he decides to pursue a Ph.D. in bioengineering to contribute to the research and development of new medical technologies. Sheppard has an undergraduate degree in biology from Oregon State University. His wife works part-time as a legal assistant and they have two small children. In addition, Sheppard's mother lives with them and is terminally ill with lung cancer.

Today's Risk – There are currently some bioengineering courses available at Portland State and OHSU but not the appropriate degree program. Sheppard's family situation makes it impossible for him to relocate to Seattle or San Francisco where such a program is available, so his academic and professional options are stymied.

Tomorrow's Hope – Sheppard enrolls in the Oregon Joint Graduate Schools of Engineering. He discovers that it is possible to complete a course of study in bioengineering without moving out of Portland. However, the process would be complex and require time and patience. He meets with an academic advisor at the Oregon Joint Graduate Schools of Engineering who helps him develop a proposal to present to the director. His proposal for masters and doctoral degrees includes a core set of courses offered at Portland State University and Oregon Health Sciences University. Additional courses are proposed to be taken at the Oregon Graduate Institute of Science & Technology, Oregon State University, the University of Oregon, and Washington State University in Southwest Washington. After the third year of course work, Sheppard

anticipates spending one term in Seattle or San Francisco to complete his program. He expects his dissertation to be supervised by an interinstitutional committee composed of faculty from Oregon Health Sciences University, Oregon Graduate Institute of Science & Technology,Washington State University, and Portland State University. Sheppard's degree will be granted jointly by Portland State University and Oregon Health Sciences University.

The Research Scientist

"Katherine" works for a small software company in Beaverton and is one of the foremost scientists in her field of software for storage, retrieval, management and data display. Technologies are racing toward a complete integration of sound, text, video, and other data for home and office use. Katherine has developed a simple and low-cost way of using home television and the local telephone system as vehicles for total data integration. Her simple concept needs prototype development and testing.

Today's Risk -- Katherine's interest in creating a product might die because she has nowhere to turn for academic resources to develop her idea.

Tomorrow's Hope -- Katherine contacts the Oregon Research Technology and Development Corporation (ORTDC) with her idea. The president of ORTDC pulls together the new enterprise development resources in the region through the Oregon Joint Graduate Schools of Engineering and other institutions. Katherine and ORTDC agree that a venture capital company should evaluate the potential of her idea. After two months, the company decides that the idea has major potential. However, the prototype requires assembling state-wide academic and industry talent now located in five different locations. So, the company through ORTDC contacts the Oregon Joint Graduate Schools of Engineering for coordination of the academic resources of the state to suggest how to proceed with product research and development. The Joint Graduate Schools assemble a team to assist Katherine to work out some technical problems and develop some applications of the technology for the home and office environments. Because of ORTDC assistance, Katherine is able to form a subsidiary of an existing firm and begin manufacturing and marketing her product.

The City with a Real Challenge

The mayor has just been elected in a closely fought election. While campaigning, a promise was made to address the housing, crime and drug, gang, unemployment, teen pregnancy, and school problems of one particular neighborhood as a whole. Now elected, the mayor is obligated to the people of the neighborhood to develop a revitalization program.

Today's Risk -- Because of the complexity of the neighborhood's problems, the fragmented services to individual and families, and the separation of academic disciplines and colleges, no truly integrated initiative to address the problems of the neighborhood can be launched.

Tomorrow's Hope – Once in office, the mayor meets with a group of public and private leaders including the president of the local urban grant university who is a member of the new Council of Presidents. The president offers to hold planning sessions with the mayor and staff, neighborhood leaders, college and university presidents, community and business leaders, and staff of the new Center for Community Service, an interinstitutional center designed to tailor research and service programs to community needs.

The Center for Community Service organizes a plan of work and seeks support from local and national foundations to match local funds. Then it organizes a series of neighborhood meetings, surveys, and focus groups to assist the neighborhood association to develop a firm understanding of the concerns and priorities of area residents. The concerns that surface include crime, drugs, gangs, jobs, housing, schools, and neighborhood quality. Because of the overlapping nature of these issues, the Center for Community Service develops a series of community and higher education task forces on each subject with overlapping members. Out of this process specific proposals are fashioned and presented to the City Council, School Board, Board of Higher Education, Legislature, and business community. Each local school serves as a neighborhood center for organizing programs to address the needs of the neighborhood. As a result, the neighborhood benefits from:

- Child care programs based on models developed by Portland State University and Mentor Graphics and others, with additional health services for teen mothers provided by the Oregon Health Sciences University
- An intensive application of the STAR program of the Portland Public Schools to assist students and families at risk, including a special program to expose students to the opportunities available at the region's community colleges

- A neighborhood development plan prepared with neighborhood residents, the Portland Development Commission, the PSU School of Urban and Public Affairs, the University of Oregon, and the Oregon School of Architecture + Design

- An urban homestead plan developed by a local bank, the Portland Development Commission, the PSU Schools of Business, Urban and Public Affairs, and Social Work, and the University of Portland. Through the plan abandoned homes are rehabilitated and vacant lots are developed to encourage neighborhood home ownership and encourage skilled job training.

- A special Gangs Task Force staffed by the PSU School of Social Work, the Police Bureau, the Portland Public Schools and the OHSU Psychiatry Program who work together to address the causes and conditions leading to gang activity in the community and the methods to gradually reduce destructive activities.

- A neighborhood business plan developed by the PCC Small Business Development Center, the PSU School of Business, and the University of Portland School of Business to establish new locally owned and franchised businesses working with local companies, financial institutions, neighborhood residents, the Oregon Job Training Partnership, and welfare reform programs

- A joint Portland Public Schools, Portland State University, Lewis and Clark College, and Portland Community College "Intensive School Management Initiative" to assist a neighborhood middle school on all fronts.

Conclusion

These are only a few of the many possible benefits that Greater Portland and ultimately Oregon can derive from the ideas developed in this plan. By working together, we can address these complex challenges.

ATTACHMENTS

EXECUTIVE ORDER NO. EO - 89 - 05

GOVERNOR'S COMMISSION ON HIGHER EDUCATION IN THE PORTLAND METROPOLITAN AREA

The Portland Metropolitan area is the major population center and hub of economic activity in Oregon, a position projected to continue in the next century. Metropolitan Portland is also a leader in the cultural arena. In spite of its rich endowment of educational resources, questions persist as to the adequacy, capacity and coordination of postsecondary programs in the region to meet the needs of a developing economy and a growing workforce. Interest also has been expressed in enhancing the access of postsecondary students to education programs. In addition, there is a need to expand the opportunities of postsecondary institutions to help Oregon play an important role during the Pacific Century.

These are important concerns that must be addressed as further investment in postsecondary education takes place. A complete review of the ways and means to serve adequately the educational needs of the Portland Metropolitan area is necessary to make informed decisions for the future.

IT IS ORDERED AND DIRECTED:

1. There is created a Governor's Commission on Higher Education in the Portland Metropolitan area, consisting of eleven members appointed by the Governor and serving at his pleasure. The Governor shall designate one member as chair, who shall serve at the Governor's pleasure.

2. The Commission shall examine all of the postsecondary educational resources available in the Portland Metropolitan area, and recommend policies, programs and organizational arrangements for the efficient delivery of comprehensive educational services within the metropolitan area. The Commission's study and recommendations shall include:

   a. A review and analysis of key trends in the Portland Metropolitan area, and in the state environment for higher education in the next twenty years. This analysis should include demographic, economic, social, cultural and artistic, and scientific trends.

   b. An inventory of existing higher education resources in the metropolitan area or accessible to the area at a reasonable cost, and a review of their quality and productivity where accurate information for national and inter-institutional comparisons are available.

c. Identification of education needs within the Portland Metropolitan area to address the following areas:

i. science, engineering, technology programs to serve business and industry
ii. education and training needs of the workforce to complement and foster economic growth
iii. programs to serve a multi-cultural international community, and to carry out a strategy for Oregon in the international arena
iv. programs to provide the broadest possible access to postsecondary education
v. programs in the social sciences and the arts to serve the community

d. A review of models for development of metropolitan higher education, and the inter-institutional cooperation which may be beneficial in analyzing alternatives to meet future needs in the Portland area.

e. Development of a plan for the future considering a range of options and a recommended course of action. The Plan for the future shall consider the following methods for service delivery:

i. existing institutions and programs
ii. new programs and institutions
iii. joint and cooperative programs
iv. affiliations with national and international programs
v. public-private cooperation
vi. other methods the Commission deems appropriate

f. Development of a realistic assessment of financial resources likely to be available and needed for the recommended course of action.

3. The Commission shall meet at the call of the Chair. Six members shall constitute a quorum.

4. The Commission may obtain staff assistance and financial support from state agencies or other sources as directed by the Governor.

5. The Commission may appoint sub-committees and task forces comprised of Commission and/or non-commission members as may be necessary to perform in-depth examinations of specific issues and problems.

6. The Governor, in consultation with the Chair, shall appoint an advisory panel of three or more recognized academic leaders from other states or nations to assist the Commission in preparing a work plan, review work in progress, and review preparation of the final report.

7. The Commission may retain consultants and consulting firms as may be necessary to assure the timely and professional completion of the Commission's work.

8. Members of the Commission shall not receive compensation for their services. Members shall be reimbursed for their actual and necessary expenses as provided by law.

9. The Commission shall present a preliminary conceptual report on or about March 1, 1990, and the final report and recommendations of the Commission shall be made to the Governor and the Legislature no later than November 15, 1990.

10. Unless amended, extended, or sooner rescinded, this executive order expires on December 30, 1990.

Done at Salem, Oregon, this 22nd day of May, 1989.

GOVERNOR

ATTEST:

SECRETARY OF STATE

ATTACHMENT 2

LIST OF PARTNERS AND CONTRIBUTORS

ACCESS

LETTERS SOLICITED FROM

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Victor Merced	OR Council for Hispanic Advancement
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Eugene Organ	OR Commission for the Handicapped
Van A. Peters	Bureau of Indian Affairs
Matthew Prophet	Portland Public Schools
Barbara Ross	Student Retention Initiative
Daniel Santos	Citizen's Representative
Eric Seto	Chinese Social Services Center
Pam Shelly	Irvington Grade School
Stanley Speaks	Bureau of Indian Affairs

ARTS AND CULTURE

LETTERS SOLICITED FROM

Jacob Avshalmov	Portland Youth Philharmonic Orchestra
Robert Bailey	Portland Opera Association
Bill Bulick	Metropolitan Arts Commission
Ed Carpenter	Artist
Isabella Chappell	Metropolitan Arts Commissioner
James DePriest	Oregon Symphony Association
Carol Edelman	Edelman Naiman Bissett
Bill Flood	Consultant
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Michael Griggs	Portland Area Theater Alliance
Dennis Speight and James Canfield	Oregon Ballet Theater
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Mike Lindberg	Portland City Commissioner
Linda Magee	Chamber Music Northwest
Nancy Matschek	PSU Dance Dept.

Dan Monroe	Oregon Art Institute
Bill Naito	Norcrest China
John Osburn	Miller, Nash, Wiener, Hager
Selina Ottum	Former Metro Arts Commission Director
Margie Pate	Oregon Shakespearean Festival
Laura Russo	The Laura Russo Gallery, Inc.
Tad Savinar	Visual artist and writer
Ron Schmidt	Pihas, Schmidt, Westerdahl Co.
Arlene Schnitzer	Harsh Investment Co.
Isaac Shamsud-Din	Muralist
Jean Vollum	Art Patron
Linda Williams-Janke	New Rose Theater
Pat Wong	Metropolitan Arts Commissioner
Richard Yarnell	Storefront Theater

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Bill Bulick	Metropolitan Arts Commission
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Sam Johnson	Oregon Historical Society
Michi Kosuge	Sculptor, educator at PSU
Sally Lawrence	Pacific Northwest College of Art
Ursula Le Guin	Author
John Lottes	Oregon School of Arts and Crafts
Nancy Matschek	Dance Department, PSU
Dian Million	Director of Red Spirit, Member of NW Native American Writers
Joanne Mulcahy	Oregon Folk Arts Coordinator
Jose Solano	Director, Arte Flamenco Dance Co
Phil Sylvester	Artist, architect, musician, educator at School of Design
Oregon	
Brian Wagner	Marylhurst Music Department

ENTREPRENEURERS

LETTERS SOLICITED FROM

Ken & Joan Austin	ADEC
A.G. Ayers, Jr.	ASE Supply Inc.
Jackie Babicky	Babicky Venne Bunce & Parker
Bodil Berg	Oregon Economic Development Dept.
Hal Bergmann	PCC Sm. Business Development Center
Tom Bruggere	Mentor Graphics
Kenny Carr	Carr Construction
Gene Chao	Metheus Corporation
Chin-ning Chu	Asian Marketing Consultants
Neal Clements	Riedel International

Joseph Cortright	Legislative Comm on Trade and Economic Development
Sandy Cutler	OR Small Business Development Center Network
Ed DeWald	Security Pacific Bank Oregon
Wayne Embree	ORTDC
Tom Hampson	Cascade Business Center Corporation
Tom Holce	Sentrol, Inc.
Phil Kalberer	Kalberer Hotel Supply Co.
David Lezak	Wygant Scientific
Dedre Marriott	Oregon Chief Products
Bill Naito	H. Naito Properties
John Otis	Sm. Business Intrnl Trade Program
Gary A. Parks	Bonneville Power Administration, PACEE
Jerry Wilson	Soloflex, Inc.
Alan Zell	Attitudes for Selling

NEW ENTERPRISES FOCUS GROUP

Josh Bratt	Security Pacific Bank
Terry Bristol	PSU
Sam Brooks	OR Assoc. of Minority Entrepreneurs
Les Fahey	KPMG Peat Marwick
Bill Gallagher	Gallagher Capital Corp
Grace Gallegos	Impact
Michael Hubbard	Epitope Incorporated
Ron Johnson	Small Business Administration
Linda Lander	Aurion Video Production
Harry Lonsdale	Bend Research
Ken Maddox	Software Association of Oregon
Bill Naito	H. Naito Properties
Mike Osborn	Expert Tech, Inc.
Richard Sears	Grandma Pfeiffer's Cakes in a Jar
Sandra Suran	Former Small Business Center for Oregon Economic Development Dept.
Steve Wynn	Lindsay, Hart, Neil & Weigler
Bob Young	Many businesses

INTERNATIONAL, MULTICUTURAL

LETTERS SOLICITED FROM

Miles P. Englehart	Japanese Garden Society
Elizabeth Furse	Oregon Peace Institute
Eunice Goetz	Commission on Hispanic Affairs
Mel Gurtov	PSU, Dir. Intl Studies
Joseph Ha	Lewis & Clark College
Edward Y. Kawasaki	West One Bank
Charlotte Kennedy	World Affairs Council
Gil Latz	International Trade Institute
Sam Naito	Norcrest China
Dan Owsley	Oregon Partnership for International Education

Michael Skeels	State of Oregon Public Health Lab
Thomas Vaughan	Oregon Historical Society
Masaru Yatabe	Cascade Estates Corp.

INTERNATIONAL FOCUS GROUP

Charlie Allcock	World Trade Center
Kathleen Bowman	University of Oregon
Joyce Cohen	State Senator
Wayne Fawbush	State Representative
Joe Ha	Lewis and Clark College
Ed Kawasaki	West One Bank, Oregon
Charlotte Kennedy	World Affairs Council
Jane Larson	Northwest Regional China Council
Karl Marlantes	Formerly, Chloride Eastern Industries
Sam Naito	Norcrest China
John Oh	Portland State University
Elaine Tan	Security Pacific Bank of Oregon
Nohad Toulan	Portland State University

SOCIAL NEEDS

LETTERS SOLICITED FROM

Pauline Anderson	Multnomah County Commission
Lou Boston	The Urban League of Portland
Don Clark	Portland Housing Authority
Bud Clark	City of Portland
Kevin W. Concannon	Department of Human Resources
Jean DeMaster	Burnside Projects
Marie Evans	Oregon Chapter of NASW
Lina Garcia Seabold	Minority/Women Business Advocate
Bonnie Hays	Washington County Commission
Ron Herndon	Black United Front
Mary Hoyt	Children's Services Division
Elizabeth Kutza	Institute on Aging
John Llewellyn	International Refugee Center
Mary Louise McClintock	Child Care Coordinator
Gladys McCoy	Multnomah County Commission
David A. Paradine	United Way of the Columbia-Willamette
Fred Rosenbaum	Standard Insurance Company
Laurelyn Schellin	Commission for Women
Michael Shrunk	District Attorney
William J. Spitzer, Ph.D	OR. Society for Hospital Social Workers, OHSU
Mike Swanson	Clackamas County Commission CEO
Thomas Vogt, MD	Center for Health Research
Richard Walker	Portland Police Chief
James H. Ward	Graduate School of Social Work
W. Ed Whitelaw	ECO Northwest
Janice Yaden	Asst. to Governor for Human Resources

MINORITY FOCUS GROUP

Robin Butterfield	Oregon Dept. of Education, Indian Education
Gail Castillo	Job Training Partnership
Jorge Espinoza	PCC Affirmative Action Office
Orcilia Zuniga Forbes	Vice President, Univ of New Mexico
Lina Garcia Seabold	Minority/Women Business Advocate
Dave Hatch	City of Portland - District Signal Engineer
Ron Herndon	Black United Front
Toni Hunter	Portland Public Schools, Mentor Program
Doug Hutchinson	Commission on Indian Services
Armando Laguardia	PSU Affirmative Action Office
Jay LaPlante	NW Indian Child Welfare Assoc., Inc.
Carolyn Leonard	PPS, Multi-cultural Education
Judith Garcia Lily	PPS, Bilingual Program
James Mason	Regional Research Institute for Human Services
JoAnne Miles	Bureau of Indian Affairs, Office of Education
Ben Priestly	Black United Front
Bill Ray	State Commission on Indian Affairs
Humberto Reyna	Qualitype
Edna Robertson	Northeast Neighborhood Association
Kathleen Saadat	Director, State Affirmative Action Program
Larry Sanchez	Hispanic Advocacy Comm for Higher Education
Michael Sandoval	Brownstein, Rask Attorneys
Nady Tan	International Refugee Center of Oregon
Minh Tran	Portland Public Schools, ESL Program
Harold Williams	Coalition of Black Men

SCIENCE & TECHNNOLOGY FOCUS GROUP

Robert S. Bartocci	Precision Castparts
Emery Castle	Oregon State University
Wayne L. Embree	ORTDC
Don C. Frisbee	Governor's Commission on Higher Ed
Tom Long	Tektronix
John R. Martin, PE	Pacific Energy Systems
Catherine Mater	Mater Engineering, Ltd.
Karin Rodland	Oregon Health Sciences University
Warren Rosenfeld	Calbag Metals
Dwight Sangrey	Oregon Graduate Institute
Rolf Schaumann	PSU, Dept of Electrical Engineering
Leonard D. Shapiro	PSU, Dept Chair, Computer Science
Ross Simmons	SRH Environmental Management
Douglas C. Strain	Electro Scientific Industries
Duncan Wyse	Oregon Progress Board

FUTURES FOCUS GROUP

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Rena Cusma	METRO
Marilyn Eichinger	OMSI
Pat LaCrosse	Portland Development Commission
Isaac Regenstreif	Pacificorp
John Ripper	Tyee Productions
Warren Rosenfeld	Calbag Metals
Chris Tobkin	City of Portland
W. Ed Whitelaw	ECO Northwest
Bob Woodell	Port of Portland

GENERAL INTERVIEWS

Gary Andeen	Oregon Independent College Association
Mary Arnstad	Heathman Hotel
Victor Atiyeh	Victor Atiyeh & Company
Joan Austin	ADEC
Ogden Beeman	Commissioner
Larry Blake	Oregon Institute of Technology
Earl Blumenauer	Commissioner
Lou Boston	Urban League
Miles Brand	University of Oregon
Roger Breezley	US Bancorp
Steve Brenner	PSU Business Department
Sam Brooks	OR Assoc of Minority Entrepreneurs
Tom Bruggere	Mentor Graphics
John Byrne	Oregon State University
Clifford Carlsen	Miller, Nash, Wiener, Hagar & Carlsen
Margaret Carter	State Representative
Jane Cease	State Senator
Ron Cease	State Representative
Don Clark	Portland Housing Authority
Roby Clark	Portland Public Schools, Indian Education
Joe Coburn	Portland Public Schools
Phil Cogswell	The Oregonian
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Marsha Congdon	US West Communication
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Ned Dempsey	Century West Engineering
Mark Dodson	OSBHE
Gerry Drummond	NERCO
Roger Edgington	Portland State University
Marilyn Eichinger	OMSI
Jack Faust	Commissioner
Orcillia Forbes	Doctoral Candidate, PSU
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Don Frisbee	Commissioner
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Bill Gregory	Gregory Forest Products
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Darlene Hooley	Clackamas County Commission
Mary Hoyt	Children's Services Division
Peter Kohler	OHSU
Paul Kreider	Mt. Hood Community College
Peter & Trudy Johnson-Lenz	Awakening Technology
Mike Lindberg	City of Portland
Kimbark MacColl	Historian
Earl Mackey	Portland State University
Frank Martino	Portland State University
Pat McCormack	Pihas, Schmidt, Westerdahl
Victor Merced	Oregon Council for Hispanic Advancement
Daniel Moriarty	Portland Community College
Richard Munn	Commissioner
David Paradine	United Way of the Columbia Willamette
Lou Perry	Standard Insurance
Matthew Prophet	Portland Public Schools
Bill Ray	State Commission on Indian Affairs
Sonya Riihimaki	ADEC
Betty Roberts	Commissioner
Frank Roberts	State Senator
Jack Robertson	BPA
Phil Robinson	Tektronix
Warren Rosenfeld	Calbag Metals
Larry Sanchez	Hispanic Advocacy
Dwight Sangrey	Oregon Graduate Institute
Fred Stickel	Oregonian
Bill Swindells	Willamette Industries
Nady Tan	International Refugee Center
Nancy Wilgenbush	Marylhurst
Bruce Willison	First Interstate Bank
Norm Winningstadt	Lattice
Bill Wyatt	Oregon Business Council

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Charles Schimpert	Concordia College
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Charles U. Walker	Linfield College
Charmagne Ehrenhaus	Lintner Center for Advanced Education
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James L. Powell	Reed College
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Arthur Schulte	University of Portland
Marshall Christensen	Warner Pacific College
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Earl Radmacher	Western Conservative Baptist Seminary
William Dallas	Western States Chiropractic College
Jerry E. Hudson	Willamette University

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Leslie Hallick	Oregon Health Sciences University
James Huntzicker	Oregon Graduate Institute
Alice Jacobson	Portland Community College
Keith Pailthorp	Portland State University
Mary Ricks	Portland State University
Susan Weeks	Oregon State System of Higher Ed
John Westine	Office Educational Policy and Planning

LETTERS RECEIVED FROM CITIZENS

Jory Abrams	CH2M Hill
Jonathan Abramson	PSU, Physics Department
Dale Anderson	Citizen
Thomas M. Anderson	Laventhol and Horwath, CPA
Christopher Apgar	PSU alumnus
Thom M. Armstrong, Ph.D.	History Instructor, El Camino CC, PSU alumnus
A.G. Ayers, Jr.	Automotive & Small Engine Parts•Service
Judah Bierman	RUHI, Unltd.
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J. David Bennett	Tualatin Valley Economic Development Corporation
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Mark S. Borquist, P.E.	President, Oregon Sec. Am. Society of Civil Eng.

Kevin Brown	Business-Education Compact of Washington Co.
Jack Burns	Burns Bros., Business Advisory Council PSU
Clyde L. Calvin	Sigma Xi, Scientific Research Society
Emery N. Castle	Chairman, Graduate School, OSU
Jane HardyCease	Oregon State Senator
Barbara Clark	Portland City Auditor
J.A. Clark	Columnist "Business News", *The Oregonian*
J.E. Bud Clark	Mayor, Portland
George A. Condon,Ph.D	Dean of Regional Education, Cal. State Univ., Stanislaus
Ernest Cooper	Interim Pres., Urban League of Portland
Council of Academic Deans	Office of Academic Affairs, PSU
Dr. Bill Cowart	Provost, Western Oregon State College
Tom Cropper	Citizen
Rena Cusma	METRO, Executive Officer
John Dash	PSU Physics Department
Karl Dittmer	PSU, College of Science, Dean Emeritus
Dr. Brock Dixon	Retired PSU political science faculty
John W. Erickson	State Superintendent of Public Instruction
Myron Fleck	Coopers and Lybrand, CPA
Ron Fortune	Northwest Oregon Labor Council
Robert D. Gilberts	U of O, Dean, College of Education
Marc H. Goldberg	American Marketing Association
John D. Gray	Grayco Resources, Inc.
Stuart Greenberger, P.E.	Pres., Engineers Coordinating Council of Oregon
Theodore G. Grove, Ph.D.	PSU Speech Communications
Pat Hamilton & Lindsay J. Stone	Pres & VP Local #089, PSU O.P.E.U.
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Bill Hill	Sherwood School District Superintendent
George Hughes	Senator, ASPSU
Paul Q. Hull, M.D.	Ch., Advisory Council , School of Health and PE, PSU
Stephen Kafoury	Kafoury & Associates
Susan C. Karant-Nunn	PSU, History Department
Thomas L. Kelly, P.E.	Citizen
David H. Kim	Holt International Children's Services
Alice Koehler	Citizen
Lee Koehn	Pres., PSU Foundation
Bryant L. Larson	PSU Grad
John Lawrence	Student/employee, PSU
Patricia Lill	Citizen
Paul Linnman	KATU Television News Anchor
Caroline Litzenberger	Trinity College, Cambridge University
Harry Lonsdale	Bend Research, Inc.
Tom Mackenzie	PSU Citizen Advisory Board
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Jay Margulies, Ph.D	Director, PSU Faculty Association
John R. Martin, P.E.	American Society of Mechanical Engineers

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Dr. Ethel Simon-McWilliams	Northwest Regional Educational Laboratory, Assoc., Exec. Director
Raymond T. Miller	Structural Engineers Association of Oregon, Inc., President
Dick Mosman	South Salem High School, Math Department Chairman
James R. Murray	Director, Corporate Tax, PacifiCorp
Clayton C. Nelson, Ph.D., P.E.	Assoc. Prof, Texas A& M University
Daniel A. Nona	The American Council on Pharmaceutical Education
Jerry Nudelman	President, Viking Athletic Association
Simon J. Ortiz	Native American
Beatrice T. Oshika	PSU, Applied Linguistics
Alisse Pardini	Citizen
Gary A. Parks	President, PACEE
Matthew W. Prophet	Superintendent, Portland Public Schools
Raymond F. Rees	The Adjutant General, Oregon Military Department
George Richardson, Jr.	Oregon State Board of Higher Education
Kyle Ritchey-Noll	American Electronics Association
Robert J. Ritson, Ph.D.	State Specialist, Physical Education, Oregon Department of Education
Dr. Jack Roberts	Director of Institutional Research, Western States Chiropractic College
Karin D. Rodland, Ph.D.	OHSU, Asst. Professor, Cell Biology and Anatomy
Les Ruark	Citizen
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Beverly Stein	State Representative
Teresa Stempel, CPA	Director of Personnel, Sanders, Perkins & Co. P.C.
Nancy H. Stevens, Ph.D.	Regional Health Educator, Kaiser Permanente
Fred Stickel	PSU Citizen Advisory Board
Lindsay J. Stone	PSU, Oregon Public Employees Union
Eystein Thordarson	Sr. VP and Gen. Manager, Fujitsu America, Inc.
Carl E. Trinca, Ph.D.	Executive Director, American Association of Colleges of Pharmacy
Richard H. Visse	President, Oregon Society of CPAs
Thomas M. Vogt, MD, MPH	Director, Div. of Epidemiology & Disease Prevention, Kaiser Permanente
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Robert T. Willner	Executive Director, Oregon International Council
Charles Wright	President,Interinstitutional Faculty Senate
W. Roger Yost	Yost Grube Hall, P.C.
Norman C. Zimmer, FAIA	Director, Oregon School of Architecture + Design

Hearing on Concept Paper
Strengthening our Communities
A Challenge for Postsecondary Education
July 2, 1990

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Aleta Joy Talley	Associated Students of PSU
Barbara San Nicolas	Associated Students of PSU
Frank Garcia, Jr.	Associated Students of PSU
Carl Martin	Associated Students of PSU
Stephen Kafoury	American Association of University Professors
Carl Hostika	Uof O, Vice President
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Bill Ray	Commission on Indian Services
Lindsay J. Stone	Oregon Public Employee's Union, VP
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Louis B. Perry	Standard Insurance Co.
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Judah Bierman	Citizen
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Bonnie L. Hays	Chair, Washington County Board of County Commissioners

Public Forum on Engineering Education August 23, 1990

Thomas Bartlett	Chancellor, State System of Higher Education
Bob Frank	Interim Vice Chancellor
Dwight Sangrey	President, Oregon Graduate Institute of Science and Technology
H. Chik M. Erzurumlu	Dean School of Engineering & Applied Science, PSU
S.J.T. Owen	Head of Electrical and Computer Engineering, PSU
Tom Mackenzie	Mackenzie Engineering Inc.
Michael Kennedy	CH_2M Hill
Tom Long	Tektronix, Technology Group
Gary Parks	PACEE
Mark Borquist	American Society of Civil Engineering
Christian Eismann	Dean of Academic Affairs, OIT
John Martin	Am. Society of Mechanical Engineering
Phil Robinson	American Electronics Association
Terry Bristol	Institute for Science, Engineering and Public Policy
J.E. "Bud" Clark	Mayor of Portland
Fred A. Stickel	Oregonian Publishing Company
Robert F. Dixon	Portland Community College
John A. Calhoun	Intel Corporation
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Portland

Andy Bretthauer
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Owner - Burns Mortuary
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Norpac Foods, Inc.
Stayton

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John Cauvin
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Mayor
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US WEST Communications
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Pendleton

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Lake Oswego

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Hermiston

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Cannon Beach

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Prineville

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Ferguson & Wellman, Inc.
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S.S. Flegel Trucking
Prineville

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Editor
Daily Astorian
Astoria

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Librarian, Astoria High School &
Owner of Michael's Antiques
Astoria

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Attorney and President
Oregon State Bar
Medford

Dick Fowler
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Lasting Impression
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Zimmer, Gunsul, Frasca
Portland

Bob French
Public Affairs Manager
Intel Corporation
Hillsboro

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